COSMETOLOGY STUDIES

Course of Studies

DRAFT

1993–94 Field Review

- Introductory Level
- Intermediate Level

Career & Technology STUDIES

JULY 1993

Alberta
EDUCATION
CURRICULUM BRANCH

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COSMETOLOGY STUDIES

A. STRAND RATIONALE AND PHILOSOPHY

RATIONALE

Throughout history, people have practised various forms of body care, grooming and enhancement for personal, social, cultural and religious reasons. Some practitioners have applied their abilities in the workplace by providing professional cosmetology services to clients. The personal and professional care, grooming and enhancement of the human body is supported by an array of industries including those that manufacture cosmetics and related equipment, tools and supplies for personal and/or professional use, and those that provide professional cosmetology services. Each of these industries provide career opportunities for suitably qualified people.

Cosmetology Studies is a strand in the personal and community services area of Career and Technology Studies. The Cosmetology Studies curriculum focuses on personal and professional grooming, body care and enhancement practices, and provides students opportunities to explore and prepare for cosmetology-related career options.

Cosmetology Studies encourages the use of the student-centred process approach, which combines the development of thinking processes and practiced skills in concrete, realistic learning situations. Throughout the program students are encouraged to solve problems, make decisions and to develop the abilities and flexibility to adapt quickly to new situations, including changes in career paths.

Each module in Cosmetology Studies provides opportunities for students to link practice to theory; that is, to link concrete and psychomotor learning experiences to more abstract thought processes and levels of thinking.

Cosmetology Studies modules are designed to encourage students to transfer competencies they have developed in other courses, core and complementary, as well as through hobbies, interests and other experiences. By developing basic, transferable and career-specific knowledge, skills and attitudes in the context of cosmetology, students will have the ability to relate theory to practice, apply competencies in a variety of relevant situations and respond with confidence when meeting personal and professional challenges.

PHILOSOPHY

The emerging workplace will require that new entrants be lifelong learners, are able to access information and use technology as an aid to solving problems and making decisions. For these reasons, the Cosmetology Studies curriculum is designed to assist students to develop knowledge, skills and attitudes that will enable them to:

- become responsible citizens and develop an appreciation for and a further understanding of why personal appearance is significant in the home, at school and in the workplace

- identify and access career opportunities in cosmetology and appreciate the preparation needed to enter and progress in related fields

- develop confidence and flexibility as they assume adult roles and responsibilities and move into the workplace and/or further education and training programs.

B. STRAND ORGANIZATION

CURRICULUM STRUCTURE

Cosmetology Studies, like other Career and Technology Studies curricula, has been developed using a modular design. A module is a unit of curriculum that should be achieved by most students in approximately 25 hours of learning.

The Cosmetology Studies curriculum is organized into three levels of learning: introductory, intermediate and advanced. The introductory level is directed at students without any previous experience in the strand. The intermediate level is directed at students who can demonstrate the exit-level competencies outlined for introductory modules. The advanced level is directed at students who can demonstrate the exit-level competencies outlined for intermediate modules.

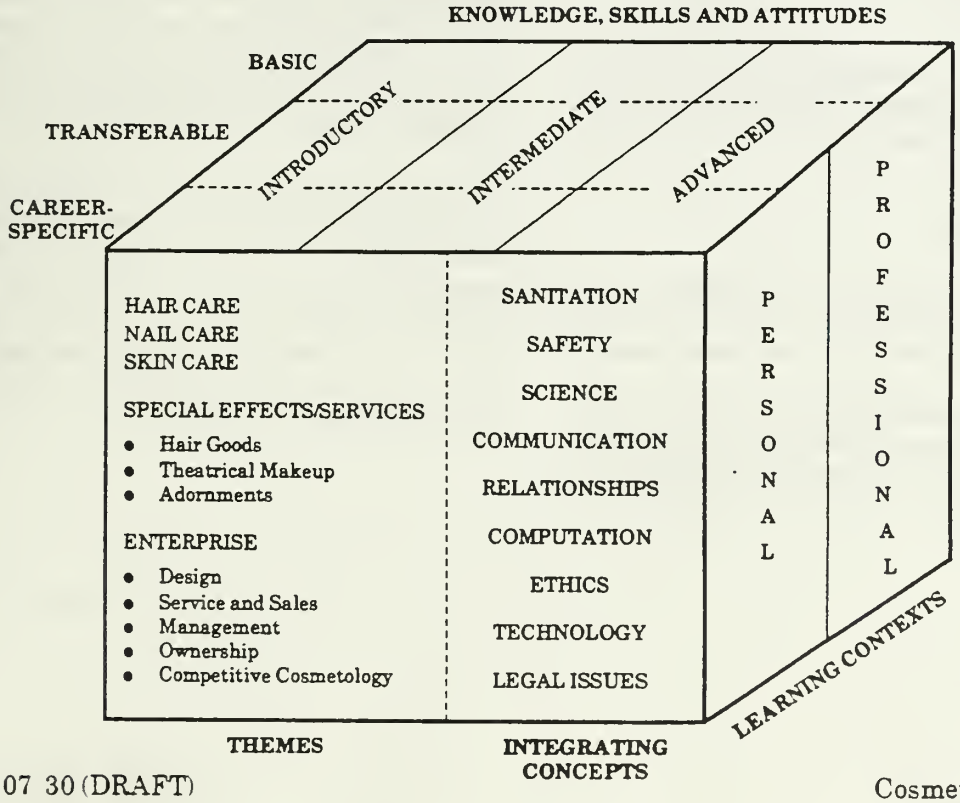
Introductory level modules within Cosmetology Studies encourage exploration and establish a foundation of related knowledge, skills and attitudes.Learning experiences begin at a concrete level, and help students to recognize the significance of personal and professional grooming practices. Intermediate level modules emphasize career awareness and job opportunities and provide opportunities for tudents to further develop their ability tosprovide grooming services to themselves and others. Advanced level modules emphasize preparation and empowerment and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to careers in cosmetology and related areas, and to further education and training.

DEVELOPMENT MODEL

The Cosmetology Studies model identifies the major dimensions of the program:

- Knowledge, skills and attitudes
- Themes
- Integrating concepts
- Learning contexts.

These dimensions are included in each Cosmetology Studies module.



Knowledge, Skills and Attitudes

This dimension of the program contains the learner expectations specified in introductory, intermediate and advanced level modules.

Each module contains learner expectations identifying the basic, transferable and career-specific competencies that students will be expected to develop.

- **Basic competencies** include self-management, social and academic knowledge, skills and attitudes.
- **Transferable competencies** include the knowledge, skills and attitudes that relate to one or more CTS strands.
- **Career-specific competencies** include the knowledge, skills and attitudes that support workplace and/or post-secondary transitions to cosmetology-related activities.

Themes and Integrating Concepts

Themes link learner expectations into meaningful activities.

Themes describe the settings in which the learner expectations relating to hair, nail and skin care, the use of special effects and services for enhancing the body, and enterprise, are achieved.

Integrating concepts describe learning elements addressed in each theme, and provide linkages among the modules and relevance for student learning.

Learning Contexts

The personal learning context focuses on the development of competencies appropriate to personal body care, grooming and enhancement.

The professional learning context focuses on the development of competencies required to pursue work and/or further education or training in cosmetology.

PROGRAM PLANNING

Cosmetology Studies modules may be offered by schools for one credit each, or as courses that combine 3, 4 or 5 modules for 3, 4 or 5 credits respectively.

Courses may be designed using only Cosmetology Studies modules or by combining these modules with modules from other Career and Technology Studies strands; e.g., Enterprise and Innovation, Design Studies.

Sample

The following is an example of a 3-credit course.

MODULES
Personal Images (CS101) Skin Care (CS106) Introductory Manicuring (CS107)
RATIONALE/LEARNINGS
Students develop an increased appreciation for the significance of personal grooming in various life situations. As well, they develop the ability to analyze personal grooming needs and perform basic grooming practices (including skin, scalp, hair and nail cleansing and care) on themselves and others. This course complements other CTS strands, including Tourism Studies, Foods and Family Studies, and other core programs such as science and social studies. The course also provides students with opportunities to identify, use, compare and contrast personal and professional grooming practices, equipment, tools and materials.

COSMETOLOGY STUDIES SCOPE AND SEQUENCE

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Personal Images		Professional Practices	Images and Practices
Roping, Knotting and Braiding	Advanced Roping, Knotting and Braiding	Long Hair Graphics	Hair and Scalp Care: - Analyzing - Cleansing - Conditioning - Forming - Finishing
Introductory Hair and Scalp Care	Intermediate Hair and Scalp Care	Advanced Hair and Scalp Care	
Forming and Finishing 1	Forming and Finishing 2	Advanced Hair and Scalp Care: Client Services	
	Haircutting	Advanced Haircutting	• Haircutting
		Advanced Haircutting: Client Services	
	Hair and Scalp Care and Haircutting: Client Services 1	Hair and Scalp Care and Haircutting: Client Services 2	
Permanent Waving – The Physical Process	Cold Waving	Designer Permanent Waving	Chemical Services: • Permanent Waving
	Heat Assisted Permanent Waving	Hair Relaxing and Straightening	• Hair Relaxing/ Straightening
	Permanent Waving: Client Services	Waving, Relaxing and Straightening: Cl. Serv.	
	Introduction to Colouring	Permanent Hair Colouring	• Hair Colouring
	Colour Removal	Advanced Colour Removal	• Colour Removal
	Colouring and Colour Removal: Client Serv. 1	Colouring and Colour Removal: Client Serv. 2	
Skin Care	Facials and Makeup	Body Therapy	Skin Care: - Cleansing - Toning - Nourishing - Protecting
	Facials and Makeup: Client Services	Hair Removal	• Hair Removal - Temporary - Permanent
	Skin Care: Client Services 1	Skin Care: Client Services 2	
		Male Facial Grooming	• Male Facial Grooming - Shaving - Moustache/Beard Shaping
		Male Facial Grooming: Client Services	

Prerequisite Modules

COSMETOLOGY STUDIES SCOPE AND SEQUENCE
(continued)

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Introductory Manicuring	Intermediate Manicuring	Nail Technology	Nail Care: - Manicure - Nail Art - Pedicure - Nail Technology
	Nail Art		
		Pedicuring	
	Manicure: Client Services	Nail Care: Client Services	
	Hair Pieces and Extensions	Wigs and Toupés	Special Effects/ Services: • Hair Goods - Analyzing - Cleansing - Colouring - Cutting - Fitting - Repairing/Re-modelling - Styling
		Hair Goods: Client Services	
Theatrical Makeup – Basic Principles	Theatrical Makeup – Planning the Images	Theatrical Makeup – Changing Images	
		Theatrical Makeup: Client Services	• Theatrical Makeup
		Facial and Body Adornment	• Adornments - False lashes - Earpiercing
The Design Process*	Cosmetology Throughout the Ages	What's New: Creative Cosmetology	Enterprise: • Design
	Sales and Services: Principles and Practices	Effective Sales and Services	• Sales and Service
	Challenge and Opportunity**	Analyzing a Venture**	• Management/ Entrepreneurship
	Planning a Venture**	Making it Happen**	
		Managing the Venture**	
		Competitive Cosmetology	• Competitive Cosmetology

*See Design Studies **See Enterprise and Innovation

MODULE DESCRIPTIONS

Introductory Modules

In this module:		*The student will:*
CS101	Personal Images	Develop increased appreciation for the significance of personal grooming in various life situations and the knowledge and skills required to perform basic grooming practices.
CS102	Roping, Knotting and Braiding	Handle hair confidently, brush, comb and part hair correctly and create ropes, knots and two- or three-strand braids.
CS103	Introductory Hair and Scalp Care	Analyze and describe the structure and condition of hair and scalp and identify and use basic hair cleansing and surface conditioning products.
CS104	Forming and Finishing 1	Wave, curl and style hair using a variety of equipment, tool and supply items.
CS105	Permanent Waving – The Physical Process	Section, block and wind hair for a basic permanent wave using conventional waving rods and supplies.
CS106	Skin Care	Identify the basic structures and functions of the skin, analyze skin and perform basic skin care practices including cleansing, toning, nourishing and protecting.
CS107	Introductory Manicuring	Identify the functions, shapes and basic structure of fingernails and conditions of hands and fingernails, and perform a plain manicure.
CS108	Theatrical Makeup – Basic Principles	Describe the purpose and scope of theatrical makeup, identify elements related to designing theatrical makeup and changing the image of faces and hands using theatrical makeup, and use appropriate materials to perform basic theatrical makeup techniques.
CS109	The Design Process	Identify the elements of design and basic design processes and, using the elements of design as guidelines, create and/or change body images with the aid of cosmetics and other related materials.

In this module:		*The student will:*
CS201	Advanced Roping, Knotting and Braiding	Use photographs and other existing images as guides to recreate a variety of ropes, braids, knots, rolls and twists to produce finished hairstyles.
CS202	Intermediate Hair and Scalp Care	Analyze the histology and condition of hair, the relationship of hair to the scalp, and select and use appropriate hair and scalp cleansing, surface and deep hair conditioning products.
CS203	Forming and Finishing 2	Analyze head, facial shape and facial features, determine suitable hairstyles and, using a variety of equipment, tools and supply items, form and finish hairstyles.
CS204	Haircutting	Identify and demonstrate safe handling of haircutting and hairthinning shears and razors, describe basic cutting methods, demonstrate blunt, layer and taper cutting and thinning techniques, and follow a cutting pattern.
CS205	Hair and Scalp Care and Haircutting: Client Services 1	Analyze clients' needs for cleansing, conditioning, cutting, forming and finishing, and perform necessary services to teacher's satisfaction, and follow safe and sanitary work practices.
CS206	Cold Waving	Research permanently waving hair; identify types of chemicals used to permanently wave hair and the relationship between the chemical process and the physical process; analyze hair and combine the two processes to perform complete cold waves; and take test curls and analyze quality of results.
CS207	Heat Assisted Permanent Waving	Research the effect of using heat assisted permanent waving techniques and chemicals on hair; use appropriate physical and chemical processes and products to perform heat assisted permanent waves; and analyze quality of waves.
CS208	Permanent Waving: Client Services	Analyze clients' needs and wants, including the condition of hair; identify and describe available types of permanent waves; recommend a permanent wave and perform permanent waving services appropriate to clients' needs and wants; and follow safe and sanitary work practices.
CS209	Introduction to Colouring	Research and describe the basic principles of colour, haircolouring; describe purpose of patch/predisposition and strand tests; perform patch/predisposition and strand tests; and prepare and apply temporary and semi-permanent hair colours.

In this module:		*The student will:*
CS210	Colour Removal	Research and describe the basic principles of colour removal, levels of colour, colour removal chemicals and their application procedures, and prepare and apply a variety of products to remove natural and artificial hair colour and to create highlighted effects.
CS211	Colouring and Colour Removal: Client Services 1	Analyze condition of clients' hair and scalp; consult with clients and recommend colour/colour removal services; take patch/predisposition and strand tests; prepare clients for services; mix and apply temporary and semi-permanent colouring agents; check and assess colour development (when necessary); remove excess colouring agent from hair and scalp (when necessary); and follow safe and sanitary colouring and colour removal practices.
CS212	Facials and Makeup	Identify and describe cells, tissues, organs and systems; identify body systems that relate to the skin and the effects of pathogenic organisms on the body; analyze facial shapes and conditions; and perform facial care and corrective makeup techniques to enhance the condition and appearance of the face.
CS213	Facials and Makeup: Client Services	Consult with clients about their skin care needs; analyze facial shapes and skin conditions; use a variety of techniques and materials to perform a variety of facial services, including surface cleansing, deep cleansing and corrective makeup techniques; and follow safe and sanitary work practices.
CS214	Skin Care: Client Services 1	Consult with clients about their skin care needs; analyze skin care needs, recommend and perform client-approved services including cleansing, toning (manual and electrical massage), nourishing and protecting; use appropriate techniques, materials and technology for each service; and follow safe and sanitary work practices.
CS215	Intermediate Manicuring	Describe the anatomy of the arm and hand; identify diseases and disorders of the hands and nails and discuss their effect; identify hand and nail conditions that may be treated by a manicurist; recommend and perform treatments to treatable conditions; and perform plain and oil manicures, including hand and arm massage.

In this module:		*The student will:*
CS216	Nail Art	Identify and describe various nail art techniques used to enhance the appearance of fingernails; use basic principles of design to design and produce simple nail art; and use a variety of nail cosmetics and nail art materials.
CS217	Manicure: Client Services	Analyze hands and nails to determine manicure needs; determine presence of treatable and non-treatable conditions; select and perform appropriate manicure and related services, including shaping, cleansing, conditioning, protecting and polishing; perform nail art services; and identify and follow safe and sanitary manicure practices.
CS218	Hair Pieces and Extensions	Identify and describe the purpose of hair pieces and extensions; identify types of hair and fibres used in constructing hair goods; analyze hair goods; and cleanse, condition, form, finish and attach hairpieces and extensions.
CS219	Planning the Images–Theatrical Makeup	Relate makeup to various characters and personality types; design, select and apply makeup to create images of selected characters and to enhance personal appearance for the stage using corrective makeup techniques; and describe and follow safe and sanitary makeup application and removal procedures.
CS220	Cosmetology Throughout the Ages	Identify and describe the historical trends in hairstyles and makeup; describe the relationship between historical changes in cosmetology to other historical changes in society; and use variety of equipment, tools, supplies and creative forming and finishing techniques to recreate historical hairstyles and facial images.
CS221	Sales and Services: Principles and Practices	Define and describe basic principles of selling and service; demonstrate acceptable techniques used to sell goods and services and provide service in the various sectors of the cosmetology industry; and identify and describe management-related sales and service tasks performed by cosmetologists and support personnel.
CS222	Challenge and Opportunity	Apply strategies and develop competencies associated with being enterprising and innovative; identify, compare and describe the process and parts of a venture plan; and assess a variety of venture opportunities related to cosmetology.
CS223	Planning a Venture	Demonstrate qualities that initiate change; apply goal-setting and problem-solving strategies to facilitate effective change; assess potential risks and propose strategies for assessing risks; develop strategies for sharing resources and support to implement a venture; and select, plan and assess a cosmetology-related venture.

In this module:		*The student will:*
CS301	Professional Practices	Analyze and describe the various sectors of the cosmetology industry and research current and projected trends, needs, career opportunities, trade ethics and qualifications required for entry into each sector.
CS302	Long Hair Graphics	Design and produce symmetrical and asymmetrical hairstyles using a variety of roping, knotting and braiding techniques to create long hair graphics.
CS303	Advanced Hair and Scalp Care	Analyze the condition of hair and scalp; identify and describe treatable/non-treatable conditions; make treatment decisions and recommendations; cleanse hair and scalp using wet and dry cleansing agents; condition hair and scalp using currently available technology and surface and deep conditioning agents; demonstrate safe and sanitary work practices.
CS304	Advanced Hair and Scalp Care: Client Services	Analyze clients' hair and scalp; make decisions relating to appropriate hair and scalp care services; recommend services and treatments; perform client-approved hair and scalp care services to clients' satisfaction; demonstrate safe and sanitary work practices.
CS305	Advanced Haircutting	Demonstrate ability to safely use haircutting and thinning shears, razors and electric clippers; design and follow cutting patterns by interpreting photographic and other images, check and complete haircuts.
CS306	Advanced Haircutting: Client Services	Analyze hair, scalp, face, haircuts and styles, make recommendations; prepare clients for haircutting services; perform complete haircuts to clients' satisfaction; demonstrate safe and sanitary work practices.
CS307	Hair and Scalp Care and Haircutting: Client Services 2	Consult with clients to determine services desired; analyze clients' hair and scalp, face and facial features; describe available services and treatments; recommend services and treatments; perform client-approved services and treatments to create finished hairstyles; demonstrate safe and sanitary work practices.

In this module:		*The student will:*
CS308	Designer Permanent Waving	Identify and describe alternative/designer techniques and implements used to permanently wave hair; identify and complete the physical process necessary for each type of available designer waving, including using spiral, croquignole and other winding techniques and implements; complete a chemical process for each designer technique; compare curl/wave achieved with each technique; describe use, advantages and disadvantages of each technique; demonstrate safe and sanitary work practices.
CS309	Hair Relaxing and Straightening	Identify and describe the purposes and products available to physically and chemically relax and straighten hair; relate relaxing and straightening to the chemical and physical process used to cold wave hair; identify, describe and practice safe relaxing and straightening techniques; identify and practice safe and sanitary work practices.
CS310	Waving, Relaxing and Straightening: Client Services	Analyze clients' hair and scalp; make decisions relating to waving, relaxing and straightening services; consult with clients and recommend appropriate services; perform the approved to completion including conditioning, forming and finishing the hair; demonstrate safe and sanitary waving, relaxing and straightening practices.
CS311	Permanent Hair Colouring	Describe the purpose and principles of permanent hair colouring; identify types of permanent colouring products, active ingredients and their affects on the hair and possible affects on the body; demonstrate skin and strand testing; prepare/mix colours and demonstrate retouch and whole head colour applications; assess colour development; remove excess product from the skin, hair and scalp; demonstrate safe and sanitary work practices.
CS312	Advanced Colour Removal	Analyze the condition of hair and scalp; identify the nature of colour presently on hair; relate possible colour removal products, procedures and technology to current hair condition; consider affects of each product and procedure on hair; prepare and apply various colour removal products, including oil, creme and powder bleaches to regrowths and whole-heads of hair; apply, process dye removers; check levels of lightening attained; remove colour removing agent when desired level of lightening is achieved; demonstrate safe and sanitary colour removal practices.

In this module:		*The student will:*
CS313	Colouring and Colour Removal: Client Services 2	Analyze the condition of clients' hair and scalp; consult with clients and recommend colour/colour removed services; take skin and strand tests; prepare clients for services; mix, apply and process when appropriate, colour/colour removal agents to regrowths, whole-heads of hair, to create highlighted effects and to remove unwanted artificial colour; demonstrate safe and sanitary colour/colour removal practices.
CS314	Body Therapy	Describe body systems, their structures and functions, and relate their condition to personal health and wellness; identify, describe and apply technology available to enhance personal health, wellness and appearance including technology used to provide heat, electrical, light and colour therapy; apply principles and practices of body therapy and apply skin care products to body surfaces.
CS315	Hair Removal	Identify and describe temporary and permanent hair removal methods; categorize each method as a physical, chemical or electrical procedure; identify and describe safety and sanitary practices for each procedure including the identification of hairs that may be removed and those that must not be removed; demonstrate safe and sanitary hair removal practices.
CS316	Skin Care: Client Services 2	Analyze clients' skin and determine skin care needs; consult with clients and recommend services; select cosmetics appropriate to clients' needs; prepare available technology; prepare client and perform approved skin care services including cleansing, toning, nourishing and protecting; design and apply makeup for day, evening and corrective wear; demonstrate safe and sanitary work practices.
CS317	Male Facial Grooming	Describe principles and practices relating to male facial grooming including basic skin care, shaving, moustache/beard shaping and waxing, nasal and aural hair removal; demonstrate safe and sanitary male facial grooming practices.
CS318	Male Facial Grooming: Client Services	Analyze clients' faces to determine facial grooming needs; consult with clients and recommend services; perform male facial grooming services as required; demonstrate safe and sanitary work practices.

In this module:		*The student will:*
CS319	Nail Technology	Describe causes of nail breakage and damage; identify, describe and demonstrate techniques used to repair damaged nails and apply artificial nails including nail tips, sculptured nails and related services; describe affects of artificial/sculptured nails on natural nails; identify and demonstrate safe and sanitary work practices.
CS320	Pedicuring	Identify and describe relationships between manicure and pedicure; identify, describe and demonstrate a pedicuring procedure including foot massage; identify and demonstrate safe and sanitary pedicuring practices.
CS321	Nail Care: Client Services	Analyze clients' hands, feet and nails; determine manicure/pedicure needs; consult with clients and recommend services and products to enhance the condition and appearance of nails; use available technology to perform manicures/pedicures and related services as approved by clients; demonstrate safe and sanitary work practices.
CS322	Wigs and Toupés	Identify the purpose of wigs and toupés; identify factors affecting the quality of wigs and toupés; identify, describe and demonstrate safe and sanitary procedure used to clean, colour, cut, fit, repair, remodel and style wigs and toupés; and head measurements and samples taken prior to customer ordering wigs and toupés.
CS323	Hair Goods: Client Services	Analyze hair goods; make decisions relating to services needed; consult clients and recommend services; perform client-approved services to hair goods including cleaning, colouring, cutting, fitting, repairing and styling; take clients' head measurements in preparation for ordering a custom-made hair good; demonstrate safe and sanitary work practices.
CS324	Theatrical Makeup—Changing Images	Identify materials and describe procedures used to construct and apply three-dimensional makeups and prostheses; analyze images of characters and design, plan and apply theatrical makeup including prothesis and hair goods to recreate images of characters; demonstrate safe and sanitary theatrical makeup application and removal procedures; prepare a portfolio of images created and related design and planning documents.

In this module:		*The student will:*
CS325	Theatrical Makeup: Client Services	Provide clients with the theatrical makeup services including planning, designing and creating images; perform facial and body enhancing and corrective makeup, character makeup, hair goods and prosthetic services; create images that are appropriate to different lighting and portrayal conditions.
CS326	Facial and Body Adornment	Identify adornments available to enhance or change appearances; describe affects of different adornments and describe and demonstrate safe and sanitary application procedures to apply false lashes, to tint lashes and brows and to pierce ears; explore alternative forms of body adornment and methods of application/attachment.
CS327	What's New: Creative Cosmetology	Distinguish among fashions, trends and fads and explain how each is created; describe current cosmetology-related fashions, fads and trends, including products, processes and procedures designed to be used for the care and enhancement of the skin and its appendages; demonstrate selected current skin, hair and nail care procedures and stylings; apply design principles to create stylings that may become fads or trends.
CS328	Effective Sales and Service	Distinguish between sales and service techniques that encourage positive client responses and opinions and techniques that evoke negative responses and opinions; demonstrate effective sales and service techniques performed by hairstylists, manicurists, esthetologists, and salon assistants; identify and demonstrate duties performed by salon receptionists.
CS329	Analyzing a Venture	Conduct research and describe methods for analyzing and evaluating ventures; examine criteria important to venture's success in cosmetology-related areas; conduct market research and analyze data; use data to assess ventures and select feasible cosmetology-related ventures.
CS330	Making It Happen	Determine the start-up requirements for a cosmetology-related venture; establish management procedures required to start the venture; demonstrate leadership qualities in implementing the venture; manage problem solving and decision making at each implementation stage of the venture, including financing, marketing and staffing; assess the venture.

In this module:		*The student will:*
CS331	Managing the Venture	Manage the cosmetology-related venture by establishing a variety of management procedures; monitor the procedures; examine critical risks and develop contingency procedures; monitor the venture plan and revise as necessary.
CS332	Competitive Cosmetology	Identify opportunities to participate in competitions related to one or more areas of cosmetology; identify and describe the qualities needed to be competitive, judging systems used at various levels of competitions, demonstrate ability to be competitive in one or more areas of cosmetology including haircutting, hairstyling, day and evening makeup and nail art.

C. CURRICULUM AND ASSESSMENT STANDARDS

Curriculum and assessment standards describe the competencies that students are to develop and how well these competencies are to be performed. They require students to be active learners who can combine knowledge, skills and attitudes within applied contexts.

CURRICULUM STANDARDS

The Cosmetology Studies curriculum standards consist of strand learner expectations, module learner expectations and specific learner expectations.

Strand Learner Expectations

Strand learner expectations for Cosmetology Studies serve as the foundation for each module and each set of specific learner expectations identified for each module. The strand learner expectations are composed of the knowledge skills and attitudes that will enable students to:

- achieve personal wellness by learning about personal and professional body care and grooming
- understand the significance of personal and professional grooming in personal, social and workplace situations
- assess personal interests, abilities and aptitudes relevant to making realistic and satisfying career choices
- study, practice and achieve competencies in personal and professional grooming practices
- identify, practice and maintain high standards of safety and sanitation in personal and professional grooming activities.

In order to achieve these competencies, *the student will*:

- apply knowledge, skills and attitudes from other disciplines in contexts related to self, family, workplace
- develop basic, transferable and career-specific skills that have applications for personal use and specific applications in the world of work
- develop positive attitudes toward work through participation in realistic learning activities in varied learning environments
- develop a more positive self-concept as he or she assumes increasingly complex roles and responsibilities
- develop a greater awareness of the role of cosmetology-related businesses and industries in society, and the potential for enterprise and innovation within the cosmetology industry.

Module and Specific Learner Expectations

Module and specific learner expectations for Cosmetology Studies are defined on pages 19 through 123. In each module, the module learner expectations precede the specific learner expectations.

ASSESSMENT STANDARDS

The Cosmetology Studies assessment standards identify how a student's competence should be judged. Assessment standards may include process and/or product components specified for single or multiple module learner expectations.

MODULE CS101: PERSONAL IMAGES

Level: Introductory

Theme: Images and Practices

In this module, the student develops increased appreciation for the significance of personal grooming in various life situations and the knowledge and skills required to perform basic grooming practices.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will: • appreciate that one's appearance is a mode of communication with others • describe the relationship between well-groomed appearance and a positive self-concept and develop a personal grooming plan • identify, compare, apply and assess personal grooming practices and products that contribute to healthfulness.	*The student will:* • given 50 randomly generated questions from "Test Bank: Personal Images", answer a minimum of 45 questions correctly • given performance criteria stated on the "Personal Grooming Practices Assessment Chart" and resources relating to personal grooming: – list preferred grooming practices and products and give reasons for choices – demonstrate the application of their personal grooming plan consistently – demonstrate the safe and sanitary handling and use of personal grooming materials.	10 20 10 30 30

Specific Learner Expectations

Concept	Specific Learner Expectations
Grooming Defined/Described	*The student will:* • define the term "grooming" and describe it from different points of view: – cultural – personal – classmates – world of work.
Grooming as Communication	• identify grooming practices/conditions that affect verbal/non-verbal communication: – to self – to others.

Concept	Specific Learner Expectations
Healthfulness and Well-being	*The student will:* • list and describe grooming practices that contribute to healthfulness and a sense of well-being in various situations; e.g., school, home, workplace • recognize and appreciate that appearance and, thus, grooming may have an influence on self-confidence and interpersonal relationships.
Hygiene and Sanitation	• identify, define and describe practices relating to: – personal hygiene – public hygiene – sanitation – sterilization.
Components of Grooming	• identify and describe personal hygiene components of grooming: – skin care – hair care – facial care – hand and nail care • identify and describe other components of grooming that contribute to healthfulness and well-being including: – posture – exercise – rest – nutrition.
Factors Affecting Grooming	• describe factors affecting grooming choices and practices.
Grooming Products and Implements	• investigate and describe grooming products and implements available for: – personal use – professional use • develop informed decision-making skills in the selection and use of grooming products and appliances and recognize the impact that these decisions may have on the environment.
Grooming Practices	• demonstrate practices contributing to their personal grooming including: – hair care; e.g., forming, finishing – facial care; e.g., cleansing, toning, nourishing – hand and nail care; e.g., cleansing, filing • apply knowledge of grooming in order to make effective decisions, solve problems and evaluate practices associated with grooming.

MODULE CS102: ROPING, KNOTTING AND BRAIDING

Level: Introductory

Theme: Hair and Scalp Care

Prerequisite: Personal Images (CS101)

In this module, the student handles hair confidently, brushes, combs and parts hair correctly and creates ropes, knots and two- or three-strand braids.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• distinguish among and name different techniques used to create hair graphics	• given images or examples of ten different hair graphics, correctly identify and name eight	10
	• given 20 randomly generated questions from a "Test Bank: Hair Graphics ", answer all 20 questions correctly	10
• identify and describe safety and sanitation practices used when creating hair graphics	following the teacher's directions:	
	• handle brushes and combs to control, direct and part hair without causing damage to hair or discomfort or injury to the scalp	30
• handle hair confidently while using a variety of implements to control direct and part hair • create and properly secure hair graphics including ropes, knots and two- and three-strand braids.	• produce and secure correctly a minimum of 12 hair graphics to quality standards specified on the "Hair Graphics Performance Chart I" including: – 3 rope graphics – 3 knot graphics – 3 two-strand braids – 3 three-strand braids.	50

Specific Learner Expectations

Concept	Specific Learner Expectations
Implements and Materials	*The student will:* • identify and describe the implements and materials used to control, direct and part hair.
Controlling , Directing and Parting Hair	• describe and demonstrate the use of hands to control, direct and part hair • demonstrate correct handling of implements to control, direct and part hair • create straight, curved, diagonal partings.
Hair Graphics: Techniques	• define and describe the term hair graphics • distinguish among ropes, knots and braids.
Creating Hair Graphics	• create and secure a variety of hair roping effects: – single-strand ropes – double-strand ropes – triple-strand ropes • create and secure a variety of braids: – two-strand braids; e.g., ponytail, fishtail effect – three-strand braids; e.g., visible braiding, invisible braiding • create a secure hairstyle by combining two or more different hair graphic techniques.
Safety and Sanitation	• identify and follow safe and sanitary practices when using materials to rope, knot and braid hair • maintain a clean and safe work area • clean and return implements and materials to their proper storage areas after use.

MODULE CS103: INTRODUCTORY HAIR AND SCALP CARE

Level: Introductory

Theme: Hair and Scalp Care

Prerequisite: Personal Images (CS101)

In this module, the student analyzes and describes the structure and condition of hair and scalp and identifies and uses basic hair cleansing and surface conditioning products.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• describe the structure, functions and conditions of the hair and scalp	• given 30 questions from a "Test Bank: Hair and Scalp Care I", answer a minimum of 25 questions correctly	20
• describe internal and external factors that may affect the hair and scalp	following the teacher's directions:	
	• analyze hair and scalps and record the analyses on a "Hair and Scalp Analysis Record Chart"	20
• select and use a variety of hair and scalp care products and implements to perform hair and scalp care treatments including brushing, combing, cleansing and conditioning	• perform brushing, combing, cleansing and conditioning treatments to quality standards specified on the "Hair and Scalp Care Performance Chart: I"	40
	• follow safe and sanitary practices specified on the "Hair and Scalp Care Performance Chart: I".	20
• perform hair and scalp care treatments in a safe and sanitary manner.		

Specific Learner Expectations

Concept	Specific Learner Expectations
Hair Structure and Functions	*The student will:* • identify and describe basic structures of hair: – cuticle – cortex – medulla • describe the functions of hair.

Concept	Specific Learner Expectations
Hair and Scalp Conditions	*The student will:* • identify and describe basic conditions of hair: – normal – oily – dry – chemically processed • identify and describe basic conditions of the scalp: – normal – oily – dry – flaky • describe factors affecting the condition of the hair and scalp: – physical – chemical – health – wellness.
Cleansing and Conditioning Products	• identify products available to cleanse and condition hair: – personal-use products – professional-use products.
Hair Brushing and Combing	• handle hair brushes and combs correctly to remove tangles, control and direct hair • section hair and handle a hair brush correctly to release excess scalp tissue and help remove unwanted hair coatings; e.g., hair spray, grit.
Draping	• describe the purpose and materials used to drape a "client" • drape "client" for a wet service • remove draping after completing the wet service.
Shampooing	• identify steps in the shampooing procedure • drape and protect the "client" • analyze the basic condition of the hair and scalp • select a shampoo appropriate to the condition of the hair and scalp • perform each step in the shampooing procedure in the correct order including: – wetting – applying and distributing shampoo – massaging the scalp – rinsing – checking – towel drying.

Concept	Specific Learner Expectations
Conditioning	*The student will:* • analyze the basic condition of the hair and scalp and determine the need for conditioning • select an instant conditioner appropriate to the needs of the hair and scalp • read and interpret the manufacturer's instructions for using the selected conditioner • apply conditioner according to manufacturer's instructions • allow conditioner to process, if necessary • complete conditioning process as instructed.
Safety and Sanitation	• identify and follow safe and sanitary practices • protect "client" and "client's" property while providing services • maintain a clean, safe work area • sanitize and return equipment and materials to proper storage/laundry areas after use.

MODULE CS104: FORMING AND FINISHING 1

Level: Introductory

Theme: Hair and Scalp Care

Prerequisites: Personal Images (CS101), Introductory Hair and Scalp Care (CS103)

In this module, the student waves, curls and styles hair using a variety of equipment, implements and materials.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will: • identify and describe techniques available to form and finish hair • select and use appropriate equipment, implements and materials to form and finish hair into selected hair effects and hair styles • perform all forming and finishing activities in a safe and sanitary manner.	*The student will:* • given 30 questions from "Test Bank: Forming and Finishing I" answer a minimum of 25 questions correctly • perform forming and finishing techniques suited to teacher selected hairstyles and hair effects to quality, safety and sanitation standards specified on the "Forming and Finishing Performance Chart I".	25 75

Specific Learner Expectations

Concept	Specific Learner Expectations
Forming Hair (Theory)	*The student will:* • define and describe the term forming hair • describe techniques used to form hair: – blow drying/blow waving – ironing – waving – pin curling – hand shaping • identify and describe implements used to form hair: – blow dryers – curling irons – rollers

Concept	Specific Learner Expectations
Forming Hair (continued)	*The student will:* – clips – setting combs – brushes – combs.
Materials	• identify and describe materials used to assist forming of hair: – mousse – gels – lotions.
Draping	• drape "client" for a dry service • remove draping after completing the dry service.
Forming Hair (Applications)	• discuss and demonstrate safe handling of hair forming implements to protect: – self – "clients" – others.
• Blow Drying/Blow Waving	• identify and safely operate blow dryer controls • demonstrate use of blow dryer in combination with a comb or brush to: – dry and control hair – direct hair – shape hair.
• Iron Curling	• identify and safely operate electrical curling iron controls and manipulate the iron • distinguish between different types and sizes of curling irons • manipulate the iron in combination with a comb to section and curl short to medium (5 cm to 15 cm) lengths of hair: – on-base – off-base.
• Roller Setting	• identify and describe different types and sizes of rollers and devices used to secure them • section, hold hair strand, wind, position and secure rollers in on-base positions.
• Finger Waving	• describe and distinguish between a shaping and a finger wave • use a wave comb to create simple shapings • use a wave comb to form a strip/section of finger waves.

Concept	Specific Learner Expectations
Finishing Hair	*The student will:* • define and describe the term finishing hair • describe techniques used to finish hair: – brushing/back brushing – combing/back combing – shaping/styling.
Finishing Implements	• identify and describe implements used to finish hair: – brushes (e.g., straight, curved, round) – combs – picks – rakes.
Finishing Techniques	• describe techniques used to finish hair: – hand shaping/styling – brushing/back brushing – combing/back combing – picking • identify, describe and apply finishing cosmetics.
Forming and Finishing a Preferred Style	• select and use appropriate forming and finishing techniques to create a preferred style.
Safety and Sanitation	• identify and follow safe and sanitary practices when using finishing implements and materials • protect "client" and "client's" property while providing services • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use.

MODULE CS105: PERMANENT WAVING—THE PHYSICAL PROCESS

Level: Introductory

Theme: Chemical Services

Prerequisite: Personal Images (CS101)

In this module, the student sections, blocks and winds hair for a basic permanent wave using conventional waving rods and supplies.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• describe the history of permanent waving	• present a verbal, written or other description of the history of permanent waving to standard indicated on the "Presentation Performance Chart I"	10
• distinguish between the physical and chemical processes involved in permanently waving hair	• given 20 questions from "Test Bank: Permanent Waving – The Physical Process", answer all questions correctly	20
• perform basic sectioning, blocking and winding techniques • demonstrate alternative sectioning, blocking and winding techniques • identify and follow safe and sanitary practices • maintain records of processes used.	• perform basic and alternative techniques related to the physical process according to standards specified on the "Permanent Waving Reference Chart I".	70

Specific Learner Expectations

Concept	Specific Learner Expectations
Permanent Waving: History	*The student will:* • research and describe the major developments in permanent waving: – equipment/tools – chemicals • identify and describe permanent waving technology currently available.

Concept	Specific Learner Expectations
Permanent Waving: Processes	*The student will:* • identify and describe the major processes involved in permanent waving: – physical process – chemical process.
Permanent Waving: Physical Process • Steps	• identify and describe the steps in the physical process of permanently waving hair: – sectioning – blocking – wrapping – winding – securing.
• Rods and Wraps	• identify shapes and sizes of conventional permanent waving rods • discuss the uses and affects of rods with different shapes and sizes • demonstrate methods of securing conventional rods • describe purposes of permanent wave wraps.
• Sectioning	• part hair and secure each section to create basic sectioning patterns: – straight-away – double horseshoe – single horseshoe • identify order in which sections should be blocked, wrapped and wound.
• Blocking	• part sections into blocks to correspond to the diameter and length of rods to be wound and in relation to hair length and density • hold hair perpendicular to the block.
• Wrapping	• wrap blocks using acceptable wrapping techniques: – single wrap – double wrap – envelope wrap • discuss the advantages/disadvantages of different wrapping techniques.

Concept	Specific Learner Expectations
• Winding and Securing	*The student will:* • wind rods to sit on-base, half-base, off-base • ensure rods are wound with proper tension • secure each rod without causing marks or damage to wound or other hair.
Keeping Records	• record details of procedure used on a permanent wave record card; e.g., pattern, rods.
Safety and Sanitation	• identify and follow the safe and sanitary practices when using permanent waving materials • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • discard all waste materials.

MODULE CS106 : SKIN CARE

Level: **Introductory**

Theme: **Skin Care**

Prerequisite: **Personal Images (CS101)**

In this module, the student identifies the basic structures and functions of the skin, analyzes skin and performs basic skin care practices including cleansing, toning, nourishing and protecting.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• describe the functions of skin and identify the basic structure of skin, types of skin and factors that affect the condition of skin	• given a test containing 50 questions from "Test Bank: Skin Care I" answer a minimum of 40 questions correctly	40
• analyze skin, determine skin types and perform basic skin care including safe and sanitary: – cleansing – toning – nourishing – protecting.	• perform skill analysis and skin care procedures to standards specified on the "Skin Care Performance Chart I".	60

Specific Learner Expectations

Concept	Specific Learner Expectations
Anatomy, Physiology, Histology	*The student will:* • define "anatomy", "physiology", "histology".
Physiology of Skin	• discuss and describe functions of skin • identify and describe skin functions that may be affected by a cosmetologist.
Anatomy/Histology of Skin	• identify and describe the basic structure and function of: – major areas of the skin – appendages of the skin: • hair, nails • glands.

Concept	Specific Learner Expectations
Keratinization	*The student will:* • define "protein", "keratin" and describe their relationship to skin • describe the basic principles of keratinization • explain how keratinization helps ensure healthy skin.
Skin Types and Conditions	• identify and describe the appearance of healthy skin • identify and describe basic skin types: – normal – dry – oily – combination • describe factors that may affect skin condition: – heridity – environmental – chemical – health – wellness • describe disorders and diseases of skin: – lesions – disorders – diseases.
Skin Care Cosmetics	• identify and describe the use of cosmetics available to cleanse, tone, nourish and protect the skin.
Skin Care Procedures	• define and describe procedures used to care for skin: – cleansing – toning – nourishing – protecting • identify products and materials available to care for skin.
• Cleansing	• surface cleanse the face.
• Toning	• apply toning cosmetics to close pores of the face.
• Nourishing	• apply moisturizing agent to the face.
• Protecting	• apply makeup and/or other suitable cosmetics to protect various areas of the face.

Concept	Specific Learner Expectations
Safety and Sanitation	*The student will:* • identify and follow the safe and sanitary practices when using skin care materials • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • discard all waste materials.

MODULE CS107: INTRODUCTORY MANICURING

Level: Introductory

Theme: Nail Care

Prerequisite: Personal Images (CS101)

In this module, the student identifies the functions, shapes and basic structure of fingernails and conditions of hands and fingernails, and performs a plain manicure.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will: • describe the functions and identify and describe the: – basic structure of nails – common nail shapes – factors affecting the conditions of nails • identify resources used to perform a plain manicure	*The student will:* • given a test containing 50 items from "Test Bank: Manicuring", answer a minimum of 40 items correctly	40
• analyze hands and nails and perform plain manicures and follow safe and sanitary practices.	• perform hand and nail analysis and plain manicures to standards specified on the "Introductory Manicuring Performance Chart".	60

Specific Learner Expectations

Concept	Specific Learner Expectations
Manicure Defined	*The student will:* • define the following terms: – manicure – manicurist.
Nail Physiology	• identify and describe the functions of nails.
Nail Anatomy	• identify and describe the basic structure of nails and surrounding tissues • describe parts of the nail that may be enhanced by a manicurist.

Concept	Specific Learner Expectations
Nail Conditions, Disorders, Diseases	*The student will:* • describe factors affecting nail condition: – heredity – environmental – chemical – health – wellness • recognize common disorders and diseases of nails and surrounding tissues • describe conditions that may be treated by a manicurist or cosmetologist.
Nail Shapes	• identify common nail shapes.
Manicuring • Procedure • Resources • Performing a Plain Manicure	• list the steps in a plain manicure procedure. • identify, describe and list equipment, tools and other materials required to perform a plain manicure. • follow an established procedure to complete a plain manicure including: – client preparation – hand and nail analysis – nail filing and shaping – nail cleansing – cuticle shaping – protective/cosmetic applications.
Safety and Sanitation	• identify and follow safe and sanitary practices when using manicuring equipment, tools and supplies • treat minor cuts • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • discard all waste materials.

MODULE CS108: THEATRICAL MAKEUP—BASIC PRINCIPLES

Level: Introductory

Theme: Special Effects/Services

Prerequisite: Personal Images (CS101)

In this module, the student describes the purpose and scope of theatrical makeup, identifies elements related to designing theatrical makeup and changing the image of faces and hands using theatrical makeup, and uses appropriate materials to perform basic theatrical makeup techniques.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• describe the purpose and scope of theatrical makeup and describe the basic principles of color and theatrical makeup	• given a test containing 30 items from "Test Bank: Theatrical Makeup I", answer a minimum of 25 questions correctly	25
• design, plan and create, in a safe and sanitary manner, basic theatrical makeup.	• design, plan and create teacher selected basic theatrical makeup to standards specified on the "Theatrical Makeup Performance Chart I".	75

Specific Learner Expectations

Concept	Specific Learner Expectations
Purpose of Theatrical Makeup	*The student will:* • identify and describe the purpose of theatrical makeup • analyze and describe the affect of theatrical makeup on: – performers – photographic images – viewers.
Basic Principles: • Anatomy and Physiology	• relate knowledge of human anatomy and physiology to the design and use of theatrical makeup • identify and locate major bones of the head and face • identify and locate major bones of the arm and hand.

Concept	Specific Learner Expectations
• Light and Shade	*The student will:* • describe the affect of light and shade in creating/changing images • describe methods that use the principle of light and shade to create/change images • demonstrate the use of the light and shade principle to: – create a new image – change an image.
• Characteristics of Colour	• identify primary, secondary, tertiary and complementary colours and their relationship on a colour wheel • define the following terms and describe characteristics of colour that each term represents: – pigment – hue – intensity – value – tints – tones – shades • describe the relationship between colour characteristics.
• Makeup Colour Systems	• describe the purpose and value of using a system for numbering colours of theatrical makeup • identify and describe numbering and other systems used to identify colours and types of theatrical makeup.
• Light and Lighting	• identify sources and different types of light • describe the relationship between light rays and colour • describe the affect of different lighting on pigment: – natural light – artificial light – colour bulbs or filters.
Theatrical Makeup: • Materials	• identify and describe the various items and materials (equipment, tools and supplies) usually found in a theatrical makeup kit • identify and describe the purpose of various types of theatrical makeup, e.g.: – cake – dry – creme – greasepaint • define the term prosthesis • describe various prosthetics used by theatrical makeup artists.

Concept	Specific Learner Expectations
	The student will:
• Application Techniques	• identify, list and describe makeup application techniques and implements and materials needed for each technique.
• Design Procedure	• identify and describe a design procedure that may be used to plan a theatrical makeup not requiring prostheses • prepare sketches, drawings, models and worksheets that characterize the images to be created.
• Planning Procedure	• identify and record types and colours of makeup required to create the images and record the information on worksheets • identify implements and materials needed to apply makeup recorded on worksheets.
• Creating the Images	• use the products of the design and planning procedures as a guide to create: – new facial images – new hand images.
Safety and Sanitation	• identify and follow safe and sanitary practices when using theatrical makeup • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • discard all waste materials.

MODULE CS109: THE DESIGN PROCESS

Level: Introductory

Theme: Enterprise

Prerequisite: Nil

In this module, the student identifies the elements of design and basic design processes and, using the elements of design as guidelines, creates and/or changes body images with the aid of cosmetics and other related materials.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• identify and describe elements of design and basic design processes	• given a 40 item test from "Test Bank: The Design Process", respond to a minimum of 30 items correctly	30
• apply the elements of design to create and/or change face, hand or other body images using cosmetics and other related materials.	• demonstrate the knowledge and ability to apply design principles and practices to change and enhance body images to standards specified on "The Design Process Performance Chart".	70

Specific Learner Expectations

Concept	Specific Learner Expectations
Design and Research	*The student will:* • define "design" • demonstrate ability to research design tasks relating to cosmetology • appreciate the importance of engaging in a design process as part of the creative procedure in cosmetology.
Principles and Elements of Design	• identify and describe the principles and elements of design.
Applying Design Elements	• interpret and follow a creative task plan: – design brief – worksheet • apply the concepts of function and form in a cosmetology-related task

Concept	Specific Learner Expectations
Applying Design Elements (continued)	*The student will:* • apply the elements of design in completing a cosmetology-related task: – facial styling – hair style – theatrical makeup • demonstrate examples of divergent and convergent thinking.
Portfolios	• begin developing a portfolio of design solutions including: – free-hand sketches and/or drawings – computer-generated sketches and/or drawings – documentation of research – choice of materials used – project/task cost analysis.
Teamwork	• demonstrate ability and willingness to work as a team member.

MODULE CS201: ADVANCED ROPING, KNOTTING AND BRAIDING

Level: Intermediate

Theme: Hair and Scalp Care

Prerequisites: Personal Images (CS101); Roping, Knotting and Braiding (CS102)

In this module, the student uses photographs and other existing images as guides to recreate a variety of ropes, braids, knots, rolls and twists to produce finished hairstyles.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• demonstrate understanding of the principles of symmetry and asymmetry as supplied to hairstyling	• present a verbal, written or other explanation of symmetry and asymmetry as applied to hairstyling to standards specified on the "Presentation Performance Chart II"	25
• select and recrate images of ropes, braids, knots, rolls and twists to produce secure finished hairstyles and hair graphics.	• select and recreate a variety of hair graphics to standards specified on the "Hair Graphics Performance Chart II".	75

Specific Learner Expectations

Concept	Specific Learner Expectations
Symmetry and Asymmetry	*The student will:* • define and describe the principles of symmetry and asymmetry • describe how these principles apply to: – hairstyling in general – roping, braiding, knotting, rolling and twisting.
Hair Graphics	• identify, create and secure a variety of hair roping effects • create and secure a variety of hair graphics that include multiple strand braids (i.e., 4, 6, 8 strands) • create symmetrical hairstyles by combining three or more different hair graphic techniques • remove graphics from hair without damaging hair.

Concept	Specific Learner Expectations
Safety and Sanitation	• follow safe and sanitary practices • maintain a clean and safe work area • sanitize and return implements and materials to proper storage areas after use.

MODULE CS202: INTERMEDIATE HAIR AND SCALP CARE

Level: **Intermediate**

Theme: **Hair and Scalp Care**

Prerequisites: **Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Forming and Finishing 1 (CS104)**

In this module, the student analyzes the histology and condition of hair, the relationship of hair to the scalp, and selects and uses appropriate hair and scalp cleansing, surface and deep hair conditioning products.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• describe the relationships among: – hair condition – scalp condition – safe and sanitary hair care practices	• given 40 questions from "Test Bank: Hair and Scalp Care II", answer a minimum of 30 questions correctly	15
• identify and describe the purpose and application of various hair and scalp care products and technologies	• present a written, verbal, graphic or other description of hair and scalp care products and technologies and their uses to standards specified on the "Presentations Performance Chart II"	20
• perform hair and scalp care services including "client" analysis and preparation, hair and scalp analysis, product and technology selection, shampooing and conditioning.	• perform a variety of hair and scalp care services to standards specified on the "Hair and Scalp care Performance Chart II".	65

Specific Learner Expectations

Concept	Specific Learner Expectations
Histology	*The student will:* • analyze and describe the histology of different types of hair and heads of hair • define and describe factors that identify the condition of hair including: – elasticity – porosity – texture – density – colour • identify and describe the affect of other skin tissues that surround the hair, hair follicles and that affect hair growth.
Hair and Scalp Relationships	• describe the relationship between the hair and the scalp • describe the process of keratinization as it affects both the hair and the scalp • propose affects of caring/not caring for the hair and scalp and the affects of caring for one without caring for the other.
Hair and Scalp Cleansing Products	• identify and describe the advantages/disadvantages of different hair and scalp cleansing products • describe the action of different cleansing products on the hair and scalp • match cleansing products to the needs of different hair and scalp conditions.
Hair and Scalp Conditioning Products and Technologies	• identify and describe the advantages/disadvantages of different types of hair and scalp conditioning products • describe the action of different conditioning products and technologies on the hair and scalp • match conditioning products and technologies to the needs of different hair and scalp conditions.
"Client" Preparation and Analysis	• greet and seat "client" courteously • drape "client" for a wet service • analyze "client's" hair and scalp to determine condition and service needs • advise "client" of services and products recommended • consult with "client" about services and products recommended.

Concept	Specific Learner Expectations
Shampooing	*The student will:* • direct and assist "client" to shampoo area • seat "client" comfortably • ensure that cape and towel(s) are appropriately positioned to protect "client's" clothing and salon equipment • select a shampoo appropriate to the condition of the hair and scalp • perform a complete shampoo including: – checking water temperature – wetting hair – applying appropriate amount of shampoo to scalp and hair – distributing shampoo over scalp and throughout hair – massaging the scalp – rinsing – checking – towel drying – head draping • assist "client" to return to setting area (when appropriate) • follow safe and sanitary shampooing practices.
Conditioning	• obtain "client's" consent for service recommended • prepare products, materials and technology needed to perform the service • prepare the "client" for wet/dry service, as appropriate • perform a surface conditioning treatment • perform a penetrating conditioning treatment • use available technology to perform scalp treatments • complete each conditioning treatment according to directions provided by teacher and/or product/technology manufacturer • re-drape "client" as necessary and assist "client's" return to setting area.
Safety and Sanitation	• follow safe and sanitary practices including the use and basic maintenance of conditioning technology • maintain safe and clean work areas • sanitize and return implements and materials to proper storage areas after use • discard all waste materials.

MODULE CS203: **FORMING AND FINISHING 2**

Level: **Intermediate**

Theme: **Hair and Scalp Care**

Prerequisites: **Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Intermediate Hair and Scalp Care (CS202), Forming and Finishing 1 (CS104)**

In this module, the student analyzes head, facial shape and facial features, determines suitable hairstyles and, using a variety of equipment, tools and supply items, forms and finishes hairstyles.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• form hair by shaping constructing and securing a variety of pin curls • finish hair by combing out constructed and dried pin curls	• follow the teacher's directions to form and finish hair that has been formed using pin curls to standards specified on the "Forming and Finishing Performance Chart II"	40
• identify, describe and analyze factors that impact on the selection of a hair style and the forming and finishing techniques suited to achieving the selected hair style	• present a written, verbal, graphic or other description of factors to be considered when selecting a hair style and the forming and finishing techniques needed to create the hairstyle to standards specified on the "Presentation Performance Chart II"	15
• wave and curl hair using a combination of forming and finishing techniques including: – pin curling – roller setting – iron setting – finger waving – blow waving/styling.	• analyze "clients" needs and perform combinations of forming and finishing techniques to standards specified on the "Forming and Finishing Performance Chart II".	45

Specific Learner Expectations

Concept	Specific Learner Expectations
Pin Curling	*The student will:*
• Types	• identify and describe types of pin curls, e.g.: – sculpture – stand-up/cascade – skip waves – barrel
• Purpose	• describe the purpose of each type of pin curl • describe the advantages/disadvantages of using pin curls
• Parts	• describe the different parts of a pin curl – base – stem – circle
• Techniques	• describe the affects of various pin curling techniques including using: – base shapes – long-stem, half-stem, no-stem pin curls – different sized circles – clockwise/counterclockwise
• Fastening	• use clips or other fasteners to properly secure each type of pin curl • form pin curls on various parts of the scalp; e.g.,: – side – front – crown – back – nape • create a variety of partial and whole head affects using pin curls
• Sanitation and Safety	• describe and demonstrate appropriate sanitation and safety practices followed before, during and after using pin curl fasteners.
Roller Setting	
• Techniques	• prepare, section, hold hair strand, wind, position and secure rollers to sit: – on-base – half-base – off-base

Concept	Specific Learner Expectations
• Techniques (continued)	*The student will:* • relate the base position of rollers to the following types of roller winding techniques: – no-stem – half-stem – full stem • relate how roller placements affect style outcomes e.g.: – circle – half circle – rectangle – square
• Advantages/ Disadvantages	• describe the advantages/disadvantages of using rollers to form hair
• Forming	• create a variety of sets using suitable roller forming techniques
• Sanitation and Safety	• describe and demonstrate appropriate sanitation and safety practices followed before, during and after using rollers.
Iron Setting • Operating and Manipulating	• safely operate and handle a variety of curling irons • manipulate the irons to form hair of varying lengths into curl and wave formations including the use of the "two-loop" technique on long hair
• Advantages/ Disadvantages	• describe the advantages/disadvantages of using a curling iron to form hair
• Forming	• create a variety of sets using a curling iron including: – right-going waves – left-going waves – connecting waves
• Sanitation and Safety	• describe and demonstrate appropriate sanitation and safety practices followed before, during and after using a curling iron.
Finger Waving	• apply setting lotion, shape hair and form horizontal, diagonal, circular and vertical finger waves • describe the advantages/disadvantages of finger waving hair.
Blow Waving/Styling	• blow wave/style hair into preferred hairstyles • describe the advantages/disadvantages of blow waving/styling hair.

Concept	Specific Learner Expectations
Hairstyling	*The student will:* • identify and describe basic: – head shapes – facial shapes – facial features • describe how hairstyles can affect head and facial appearance • describe and demonstrate hair forming and finishing techniques that can change the appearance of head shapes, facial shapes and facial features • design and create setting patterns suited to specific head and facial characteristics • use combinations of forming tools and techniques to form hair to each pattern • use appropriate finishing techniques and tools to create hairstyles suited to different head and facial characteristics • describe and demonstrate sanitation and safety practices followed before, during and after using finishing tools.

MODULE CS204: HAIRCUTTING

Level: Intermediate

Theme: Hair and Scalp Care

Prerequisites: Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Intermediate Hair and Scalp Care (CS202), Forming and Finishing 1 and Forming and Finishing 2 (CS104 and CS203)

In this module, the student identifies and demonstrates safe handling of haircutting and hairthinning shears and razors, describes basic cutting methods, demonstrates blunt, layer and taper cutting and thinning techniques, and follows a cutting pattern.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• define and describe terms related to professional haircutting and explain why professional haircutting is the foundation for hairstyling, other hair services and a feature of personal grooming	• given a test of 40 items from "Test Bank: Haircutting I", respond to a minimum of 30 items correctly	20
• describe and demonstrate safe handling of haircutting and hair thinning tools	• handle haircutting and hairthinning tools to safety and sanitation standards specified on the "Haircutting Performance Chart I"	30
• interpret and follow cutting patterns to section to cut and follow guidelines, to section and cut hair to predetermined shapes, lengths and styles.	• follow a variety of cutting patterns and use a variety of haircutting/thinning tools to create selected hair designs to standards specified on the "Haircutting Performance Chart I".	50

MODULE CS204: HAIRCUTTING

Specific Learner Expectations

Concept	Specific Learner Expectations
Principles and Practices of Haircutting	*The student will:* • explain the purpose and basic principles of haircutting and hair thinning • identify and describe types of haircuts/cutting techniques including: – blunt – taper – layer – shingle • explain and describe the principle of elevation as it applies to haircutting • describe and demonstrate haircutting sanitation and safety practices.
Implements	• identify and describe implements used to cut and thin hair; e.g., – shears (cutting, thinning) – razors (replaceable blade, straight) – clippers • demonstrate proper handling and use of each cutting implement including: – in-use positions – at-rest positions – holding cutting implement and comb together.
Planning a Haircut	• read, interpret and follow a cutting pattern • select and prepare necessary implements and draping supplies • identify and describe uses of different sectioning patterns • identify cutting technique(s) to be used for each section • determine length to be removed and elevation of cut in different areas of the head.
Cutting with Shears • Techniques	• demonstrate a variety of haircutting techniques including: – blunt cutting – tape cutting – slither cutting – layer cutting – shingling – thinning
• Sectioning	• section hair appropriate to each cut

Concept	Specific Learner Expectations
	The student will:
• Guidelines	• cut guidelines • follow guidelines to complete each section of a haircutting pattern
• Thinning	• thin hair in appropriate areas using: – slithering techniques – thinning shears
• Cutting	• perform a blunt cut • perform a layer cut • check each cut for shape, balance, even and blended strands • work safely and with confidence when cutting with shears.
Using Razors • Handling	• demonstrate safe handling and confidence: – holding a razor – manipulating the razor – removing and replacing razor blades – disposing of used blades
• Cutting	• blunt cut hair using a razor • taper cut hair using a razor • thin hair using a razor • perform a complete haircut using a razor including: – following a cutting pattern – sectioning the hair – parting and holding strands at proper elevations – removing hair length – reducing hair density (thinning) – checking the cut for shape, balance, even and blended strands.
Safety and Sanitation	• follow safe and sanitary procedures • describe first aid for minor cuts • maintain a clean and safe work area • sanitize cutting implements and other tools after each use • discard all waste materials.

MODULE CS205: HAIR AND SCALP CARE AND HAIRCUTTING: CLIENT SERVICES 1

Level: Intermediate

Theme: Hair and Scalp Care

Prerequisites: **Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Intermediate Hair and Scalp Care (CS202), Forming and Finishing 1 (CS104), Forming and Finishing 2 (CS203), Haircutting (CS204)**

In this module, the student analyzes clients' needs for cleansing, conditioning, cutting, forming and finishing, performs necessary services to teacher's satisfaction, and follows safe and sanitary work practices.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will*:	
• meet, greet and make clients feel welcome and comfortable; prepare clients for selected services	• perform client orientation and preparation procedures to standards specified on the "Client Services Performance Client: Hair and Scalp Care I"	30
• consult with and analyze clients' needs for hair and scalp care and haircutting services; recommend suitable services	• perform client consultation and client analysis procedures and recommend services to standards specified on the "Client Services Performance Chart: Hair and Scalp Care I"	30
• perform hair and scalp care and haircutting services agreed to by clients in a safe and sanitary manner; record information on services performed.	• perform a variety of client services to clients' satisfaction and to standards specified on the "Client Services Performance Chart: Hair and Scalp Care I".	40

Specific Learner Expectations

Concept	Specific Learner Expectations
Client Orientation	*The student will:* • greet each client by name and introduce self • follow salon/shop policy for assisting client with coats, hats, and personal belongings • direct and assist client to be seated at work area • discuss client's need for hairstyling services • consult with clients to determine required services.
Client Preparation	• analyze client's hair and scalp • recommend hairstyling services and hairstyle based on analysis • advise client of cost of each service • drape client for wet/dry service • remove hair ornaments, if present • request client to remove facial adornments, if necessary and have client put them in safe place • brush hair thoroughly (before and after analysis) as needed • establish a data base (e.g., record card) for each client • complete record card for each service provided.
Client Services • Shampooing	• check that client is properly draped for a wet service • direct and assist client to the shampoo area • position client and ensure client's neck is placed properly on shampoo sink • ensure that cape and towel(s) are appropriately positioned to protect client's clothing • select a shampoo appropriate to condition of the hair and scalp • perform a complete shampoo • towel dry hair • wrap hair in towel and assist client to return to setting area if conditioning service has not been requested
• Conditioning	• select the conditioner appropriate to client's needs and agreed to by client • apply conditioner and allow to process according to manufacturer's instructions • rinse excess conditioner from hair and scalp, if necessary • wrap hair in towel and assist client to return to setting area

Concept	Specific Learner Expectations
• Haircutting	*The student will:* • re-drape client for dry service • perform haircutting/hair thinning services following consultation with client
• Forming and Finishing	• form hair using appropriate forming implements to produce the desired hairstyle • dry the hair, and use appropriate finishing implements to create a clean and suitable hairstyle.
Safety and Sanitation	• follow safe and sanitary procedures for each service • maintain a safe and clean work area • sanitize and return implements and materials to proper storage areas after use • discard all waste materials.

MODULE CS206: COLD WAVING

Level: Intermediate

Theme: Chemical Services

Prerequisites: Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Intermediate Hair and Scalp Care (CS202), Forming and Finishing 1 (CS104), Forming and Finishing 2 (CS203), Permanent Waving – The Physical Process (CS105)

In this module, the student researches permanently waving hair; identifies types of chemicals used to permanently wave hair and the relationship between the chemical process and the physical process; analyzes hair and combines the two processes to perform complete cold waves; and takes test curls and analyzes quality of results.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• distinguish between techniques used to curl hair temporarily and permanently; describe the chemistry of cold waving and the affects of cold waving chemicals on the hair and scalp	• given 30 items from "Test Bank: Cold Waving", respond correctly to a minimum of 25 items	25
• prepare and protect the "client", self and others and perform basic physical and chemical cold waving processes in a safe and sanitary means; maintain records of material used and results attained.	• prepare "clients", analyze hair and scalp and perform basic cold waves to standards specified on the "Cold Waving Performance Chart".	75

Specific Learner Expectations

Concept	Specific Learner Expectations
Permanent Waving Techniques	*The student will:* • define and describe permanent waving • identify techniques used to permanently wave hair • distinguish between cold waving and heat waving • identify and describe similarities among permanent waving techniques.
Cold Waving Processes	• describe the historical changes in permanent waving techniques • explain the relationships between the two processes used to cold wave hair: – physical process – chemical process • describe and demonstrate steps associated with each process.
Chemistry of Cold Waving	• identify types of products/chemicals used to permanently wave hair • explain the chemistry of permanent waving chemicals • identify and describe the chemical and physical actions of acid and alkali permanent waving chemicals and neutralizers on the hair and scalp • describe why the structure and condition of the hair and the scalp affects choices of: – permanent waving chemicals – neutralizing chemicals • describe the safety practices that must be followed: – before performing a cold wave – when using cold waving chemicals.
Curl Quality and Degree of Curl	• describe and demonstrate the relationship among size of section, diameter of permanent waving rods and degree of curl • identify and describe factors that may affect the quality and degree of curl including: – hair length – hair porosity – hair density – hair elasticity – chemically treated hair – sectioning, blocking, wrapping, winding, securing • describe and demonstrate varying degrees of curl

Concept	Specific Learner Expectations
Curl Quality and Degree of Curl (continued)	*The student will:* • identify and describe the difference among cold waved hair that is: – under processed – properly processed – over processed • identify factors that determine the processing time of a waving lotion.
Selecting Cold Waving Lotions and Rods	• identify and describe the affects of different cold waving lotions • analyze hair and scalp and select suitable cold waving lotion • analyze hair and select rods of suitable type, length and diameter to achieve preferred degree of curl.
Performing a Cold Wave • Preparation	• list the steps to be performed before giving cold wave • describe and demonstrate procedures used to determine suitability of scalp and hair for cold waving • describe and demonstrate hair and scalp preparation and cleansing activities necessary before giving a cold wave • describe and demonstrate procedures used in selecting cold waving rods and chemicals
• The Physical Process	• section, block, wrap, wind and secure hair to achieve preferred waving affects
• The Chemical Process	• apply cold waving chemical to hair wound on rods • assess processing time • take test curls to assess degree of curl • determine when desired degree of curl is achieved • neutralize processed hair following manufacturer's instructions including: – rinsing – blotting – air drying – applications – removal • protect the "client" from improper contact with cold waving chemicals at each stage of the chemical process
• Completing the Cold Wave	• remove rods from hair without putting tension on hair • assess the quality and degree of cural achievel • apply finishing/conditioning rinse (if required) • prepare hair for forming and finishing.

Concept	Specific Learner Expectations
Keeping Records	*The student will:* • record details of client, client's hair and scalp condition • record details of sectioning pattern, rods and products used and quality and degree of curl achieved.
Safety and Sanitation	• identify and follow safe and sanitary practices including: – responding to allergic and sensitivity reactions – preventing chemical burns • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of unused chemicals and other waste materials in an environmentally safe manner.

MODULE CS207: HEAT ASSISTED PERMANENT WAVING

Level: Intermediate

Theme: Chemical Services

Prerequisites: Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Intermediate Hair and Scalp Care (CS202), Forming and Finishing 1 (CS104) and Forming and Finishing 2 (CS203), Permanent Waving—The Physical Process (CS105), Cold Waving (CS206)

In this module, the student researches the effect of using heat assisted permanent waving techniques and chemicals on hair; uses appropriate physical and chemical processes and products to perform heat assisted permanent waves; and analyzes quality of waves.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• distinguish between: – procedures, technologies and affects of heat assisted and cold permanent waving on the hair and scalp; – technology and techniques used in heat assisted waving and cold waving	• given 30 items from "Test Bank: Heat Assisted Permanent Waving", respond correctly to a minimum of 20 items	20
• section, block, wrap, wind and process hair using available heat assisted waving techniques; protect the health and safety of "clients", self and others.	• perform heat assisted permanent waving to standards specified on the "Heat Assisted Permanent Waving Performance Chart".	80

Specific Learner Expectations

Concept	Specific Learner Expectations
Heat Assisted Permanent Waving Processes	*The student will:* • define the terms "heat assisted permanent waving", "exothermic waving" • distinguish between heat assisted permanent waving and cold waving • describe the advantages/disadvantages of heat waving • compare and contrast machine waving to cold waving.
Origin and Development	• identify and describe the origin of heat assisted waving • describe the historical and contemporary use of heat assisted permanent waving and machineless methods of permanent waving.
Chemistry of Heat Assisted Permanent Waving	• distinguish among acid, acid balanced and alkali permanent waving lotions and their affects on hair structure • identify and describe how acid, acid balanced and alkali waving lotions are neutralized • identify the pH of waving chemicals that require external heat for processing • identify and describe heat sources used to activate waving lotions • describe the affects of alkali and acidic waving chemicals on the structure of hair.
The Physical Process	• identify and describe alternative physical processes used with heat assisted waving technology • distinguish between the physical process used when machine waving hair and the physical process used when cold waving hair.
Performing a Heat Assisted Permanent Wave • Preparation	• list the steps to be performed before giving a machine wave • describe and demonstrate procedures used to determine suitability of scalp and hair for heat assisted waving • describe and demonstrate hair brushing and cleansing activities required before giving a machine wave • describe and demonstrate procedures used in selecting heat assisted waving rods and chemicals
• The Physical Process	• section, block, wrap, wind and secure hair to achieve preferred waving affects

Concept	Specific Learner Expectations
• The Chemical Process	*The student will:* • apply heat waving chemical to hair wound on rods • determine processing time (fixed/variable) • take test curl to assess degree and quality of curl • complete the chemical process as directed by the chemical manufacturer • protect the "client" from improper contact with heat assisted waving chemicals at each stage of the chemical process
• Completing the Heat Assisted Permanent Wave	• remove rods from hair without putting tension on hair • assess the quality and degree of curl achieved • apply finishing/conditioning rinse (if required) • prepare hair for forming and finishing.
Keeping Records	• establish a data base (e.g., record card) for each client • record details of sectioning pattern, rods and chemicals used and quality and degree of curl achieved when service is completed.
Safety and Sanitation	• identify and follow safe and sanitary practices including preventing scalp burns due to heat clamps, chemicals and improper winding • maintain a clean, safe work area • sanitize and return materials and technology to proper storage areas after use • dispose of unused chemicals and other waste materials in an environmentally safe manner.

MODULE CS208: PERMANENT WAVING: CLIENT SERVICES

Level: Intermediate

Theme: Chemical Services

Prerequisites: Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Intermediate Hair and Scalp Care (CS202), Forming and Finishing 1 (CS104) and Forming and Finishing 2 (CS203), Cold Waving (CS206), Heat Assisted Permanent Waving (CS207)

In this module, the student analyzes clients' needs and wants, including the condition of hair; identifies and describes available types of permanent waves; recommends a permanent wave and performs permanent waving services appropriate to clients' needs and wants; and follows safe and sanitary work practices.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• meet, greet, welcome and orient clients to available permanent waving services	• perform client orientation and preparation procedures to standard specification or the "Client Services Performance Chart: Permanent Waving I"	20
• consult with and analyze clients' needs, hair and scalp conditions and their suitability for permanent waving services; recommend suitable services	• perform client consultation and client analysis procedures and recommend services to standards specified on the "Client Services Performance Chart: Permanent Waving I"	30
• perform permanent waving services agreed to by clients in a safe and sanitary manner; record information or services performed.	• perform permanent waving and related services to standards specified or the "Client Services Performance Chart: Permanent Wave I".	50

Specific Learner Expectations

Concept	Specific Learner Expectations
Client Orientation	*The student will:* • greet each client by name and introduce self • follow salon/shop policy for assisting client with coats, hats, and personal belongings • direct and assist client to be seated at work area • discuss client's needs and wants for permanent waving.
Keeping Records	• establish a data base (e.g., record card) for each client • record details of sectioning pattern, rods and products used and quality and degree of curl achieved when service is completed.
Client Preparation	• analyze client's hair and scalp; assess suitability for permanent waving • identify suitable alternatives and recommend permanent waving and other services based on analysis • determine preferred style • advise client of cost of each service • drape client for wet/dry service • remove hair ornaments, if present • request client to remove facial adornments, if necessary and have client put them in safe place • brush hair gently (before and after analysis) as needed • shampoo/prepare hair as recommended by manufacturer of permanent waving chemicals.
Equipment, Material Preparation	• prepare the work area for a permanent wave • access and arrange all items required for the service.
Test Curls	• take test curls to assess degree of curl and curl quality, when necessary • make changes to rod selection, blocking, lotion, as necessary.
Performing a Permanent Wave	• drape client appropriately for each stage of permanent waving process • select chemicals and rods appropriate to client's degree of curl requirement • section hair appropriate to predetermined style • block, wrap, wind and secure hair to provide foundation to predetermined style

Concept	Specific Learner Expectations
Performing a Permanent Wave (continued)	*The student will:* • protect client from chemical leakage • apply waving chemical to wound hair • allow chemical to process with or without aid of an external heat source • take test curls to assess degree of curl, if necessary • neutralize hair when desired degree of curl is achieved • remove rods from hair without putting tension on hair • assess quality and degree of curl achieved • apply finishing/conditioning rinse (if required) • prepare hair for forming and finishing.
Safety and Sanitation	• demonstrate safe and sanitary permanent waving practices • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of unused chemicals and other waste materials in an environmentally friendly manner.

MODULE CS209: INTRODUCTION TO COLOURING

Level: Intermediate

Theme: Chermical Services

Prerequisites: Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Forming and Finishing 1 (CS104)

In this module, the student researches and describes the basic principles of colour, haircolouring; describes purpose of patch/predisposition and strand tests; performs patch/predisposition and strand tests; and prepares and applies temporary and semi-permanent hair colours.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• describe and explain principles and practices of colouring hair; identify and describe the different types of hair colouring agents, their chemistry and affects on the hair and scalp	• given a test of 50 items from "Test Bank: Introductory Hair Colouring", respond to a minimum of 40 items correctly	40
• analyze hair and scalp; determine their suitability for different types of hair colouring; perform safe and sanitary temporary and semi-permanent hair colouring practices.	• perform hair and scalp analysis and predisposition tests; perform temporary and semi-permanent hair colouring procedures to standards specified on the "Hair Colouring Performance Chart I".	60

Specific Learner Expectations

Concept	Specific Learner Expectations
Haircolouring: Definition and Purpose	*The student will:* • define the term haircolouring • identify and describe the reasons for colouring hair • describe potential haircolouring clientelle.

Concept	Specific Learner Expectations
Principles of Colour and Haircolouring	• describe the relationship between light and colour • describe the colour spectrum and its relationship to hair colouring • identify and describe the relationships among primary, secondary, tertiary and complementary colours • define related terms (e.g., tone, shade, level, virgin hair) • distinguish between adding colour to hair and removing colour from hair.
Types of Haircolouring	• identify and distinguish among forms of hair colouring – temporary – semi-permanent – permanent • list examples of colouring agents for each form of haircolour • describe and distinguish among the action and effect of each form of haircolouring on the scalp and on different types and colours of hair.
Chemistry of Colouring Agents	• identify and describe the chemistry and active ingredients of haircolouring agents • explain the advantages/disadvantages of different types of haircolouring agents used as temporary/semi-permanent forms of haircolour • describe the use of aniline derivative colouring agents.
Hair and Scalp Analysis	• appreciate that haircolouring agents may cause allergic reactions • identify and describe factors that may prohibit applications of some or all forms of haircolouring • analyze hair and scalp to determine their suitability for different forms of colour applications • appreciate that a test for allergic reactions should be given before each application of certain colouring agents.
Patch/Predisposition Test	• appreciate the importance of testing the skin for allergic reactions • perform a skin test: – prepare colouring agent – apply mixture to selected test area – allow test to proceed for required testing period – analyze effect of agent on the skin

Concept	Specific Learner Expectations
Patch/Predisposition Test (continued)	*The student will:* • describe "positive" and "negative" results from a predisposition test • make informed decisions based on results of predisposition tests and other hair and scalp analysis factors.
Strand Test	• describe the purpose of a strand test • mix (if necessary) and apply temporary/semi-permanent haircolouring agents to a strand and assess its effects • make decisions about changing colour or colour mixture to achieve suitable shade or tone.
Temporary Colour Applications	• access and arrange necessary products and application implements • drape and prepare the "client" • prepare hair, as required • mix (if necessary) and apply colour according to manufacturer's instructions • prepare hair for forming and finishing.
Semi-permanent Colour Applications	• access and arrange necessary products and application implements • ensure that patch test, if given, has a negative reaction • drape "client" and prepare hair for colour application • prepare and apply the colouring agent according to manufacturer's instructions • apply and process colour according to manufacturer's instructions • take test strands to assess colour development • remove excess colouring agent from hair and scalp, following manufacturer's instructions, when colour has developed to desired level, shade or tone • apply finishing/conditioning rinse, if required • prepare hair for forming and finishing.
Keeping Records	• establish a data base (e.g., record card) for each "client" receiving a colour service • update the data base for each successive colour application.

Concept	Specific Learner Expectations
Safety and Sanitation	*The student will:* • identify and follow safe and sanitary hair colouring practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • discard all waste materials.

MODULE CS210: COLOUR REMOVAL

Level: Intermediate

Theme: Chemical Services

Prerequisites: Personal Images (CS101), Introductory Hair and Scalp Care (CS103), Forming and Finishing 1 (CS104), Introduction to Colouring (CS209)

In this module, the student researches and describes the basic principles of colour removal, levels of colour, colour removal chemicals and their application procedures, and prepares and applies a variety of products to remove natural and artificial hair colour and to create highlighted effects.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• define terms and explain practices related to removal of colour from hair; explain the chemistry and action of hydrogen peroxide in the highlighting and colour removal process	• given a test bank of 30 items from "Test Bank: Colour Removal", respond to a minimum of 25 items correctly	30
• analyze hair and scalp, determine suitability for colour removal procedure; prepare, apply and process selected colour removal agents; follow safe and sanitary practices.	• perform hair and scalp analysis and predisposition tests as necessary; perform selected colour removal procedures to standards specified on the "Colour Removal Performance Chart I".	70

Specific Learner Expectations

Concept	Specific Learner Expectations
Principles, Products and Practices	*The student will:* • define the terms "colour removal", "bleaching", "colour reduction" • identify colour removal products/agents • describe the uses, advantages and disadvantages of available colour removal products • describe the principle of colour level

Concept	Specific Learner Expectations
Principles, Products and Practices (continued)	*The student will:* • describe the meaning of related terms; e.g., – pigment – tone – shade – hue • distinguish among colour addition, colour reduction and colour removal processes • distinguish between the use of hair lighteners as single process colouring agents and their use as a part of the double process.
Chemistry of Colour Removal	• distinguish between products used to remove natural colour from hair and artificial haircolouring • identify and describe the major chemicals used to remove natural and artificial colour from hair • describe the action of hydrogen peroxide in colour removal processes • describe the action of hair lighteners on the hair and scalp.
Hair and Scalp Analysis	• appreciate that colour removal agents may damage the hair and damage or irritate the scalp • identify and describe factors that may prohibit the application of bleaches or colour reducing agents • analyze hair and scalp to determine their suitability for applications of colour removal agents or bleaches.
Strand Test	• describe the purpose of a strand test • mix and apply colour removal agent or bleach to one or more strands; facilitate the agent's processing • make informed decisions about the suitability of the agent/ bleach based on results of strand test • describe the effects of overbleaching hair.
Hair Lightening (Bleaching) Applications	• access and arrange necessary products and application tools • prepare different types of bleaches according to manufacturer's instructions • drape and prepare "client" for a wet service • section and part hair appropriately to perform: – virgin head bleach – retouch bleach – spot/sector lightening – single process highlighting

Concept	Specific Learner Expectations
Hair Lightening (Bleaching) Applications (continued)	*The student will:* • use technology to accelerate lightening action, where needed • take strand tests to assess degree of lightening and level of colour achieved • rinse/shampoo lightening agent from hair • apply finishing/conditioning rinse or treatment, where necessary • prepare hair for forming and finishing.
Highlighting/Streaking/ Frosting	• define and describe processes used to highlight, streak or frost hair • analyze preferred style and make decisions about locating highlight(s) or streak(s) • perform highlighting, streaking and frosting processes – select and prepare lightening agent – prepare "client's" hair and protect the scalp – apply lightener to selected areas – process hair to desired level; use technology where necessary – test strands for lightening achieved • remove protective/processing hair coverings and rinse/shampoo the hair • apply finishing/conditioning rinse or colour treatment, where necessary • prepare hair for forming and finishing.
Removing Artificial Colour	• access and arrange necessary products and application tools • prepare colour removal product according to manufacturer's instructions • drape and prepare "client" for a wet service • apply product to hair according to manufacturer's instructions • take test strands to assess degree of colour removal achieved • remove lightening agent from hair and scalp according to manufacturer's instructions • apply finishing/conditioning/toning rinse where necessary • prepare hair for forming and finishing.
Keeping Records	• establish a data base (e.g., record card) for each "client" receiving a colour removal service • update the data base for each successive colour removal service.

Concept	Specific Learner Expectations
Safety and Sanitation	*The student will:* • identify and follow safe and sanitary colour removal practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • discard all waste materials.

MODULE CS211: COLOURING AND COLOUR REMOVAL: CLIENT SERVICES 1

Level: Intermediate

Prerequisites: Personal Images (CS101), Introductory Hair and Scalp Care (CS103) and Intermediate Hair and Scalp Care (CS202), Forming and Finishing 1 (CS104) and Forming and Finishing 2 (CS203), Introduction to Colouring (CS209), Colour Removal (CS210)

In this module, the student analyzes condition of clients' hair and scalp; consults with clients and recommends colour/colour removal services; takes patch/predisposition and strand tests; prepares clients for services; mixes and applies temporary and semi-permanent colouring agents; checks and assesses colour development (when necessary); removes excess colouring agent from hair and scalp (when necessary); and follows safe and sanitary colouring and colour removal practices.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• meet, greet, welcome and orient clients to hair colouring and colour removal services	• perform client orientation and preparation procedures to standards specified on the "Client Services Performance Chart: Colour/Colour Removal I"	20
• consult with clients and analyze their needs, hair and scalp conditions and suitability for hair colouring or colour removal services, recommend suitable services	• perform client consultation and client analysis procedures and recommend services to standards specified on the "Client Services Performance Chart: Colour/Colour Removal I"	30
• perform colouring or decolouring services agreed to by client in a safe and sanitary manner, record information on services performed and chemicals used.	• perform colouring and colour removal services to standards specified on the "Client Services Performance Chart: Colour/Colour Removal I".	50

Specific Learner Expectations

Concept	Specific Learner Expectations
Client Orientation	*The student will:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist client to be seated at work area • discuss client's needs and wants for haircolouring services.
Client Preparation	• analyze client's hair and scalp; assess suitability for colouring, colour removal services • identify suitable alternatives and recommend haircolouring and other services based on analysis • consult client and determine preferred style and desired colour service • advise client of cost of each service • drape client for wet/dry service • remove hair ornaments, if present • request client to remove facial adornments, if necessary and have client put them in safe place • prepare hair (e.g., brush, section, cover), as necessary.
Patch/Predisposition Test	• perform a skin test 24–48 hours before intended date of colour application (if an aniline derivative colouring agent is to be used) • check the effects of the patch test; proceed if a positive reaction is not indicated; i.,e., no adverse affect on skin is indicated.
Equipment, Material Preparation	• prepare the work area for specific haircolouring service • access and arrange all items required.
Strand Test	• mix a small quantity of haircolouring or colour removal agent according to manufacturer's instructions • apply the mixture to one or more strands of hair and process the colouring agent • make changes to mixture/application, as necessary.

Concept	Specific Learner Expectations
Performing Haircolouring Services	*The student will:* • drape client appropriately for each stage of the haircolouring service • ensure that a patch/predisposition test is performed when necessary and that results are negative • prepare and apply colouring/colour removal agent according to manufacturer's instructions • allow agent to process with/without aid of technology, where necessary • rinse/shampoo agent from hair, where necessary • apply finishing/conditioning rinse (if required) • prepare hair for forming and finishing.
Sequencing Services	• make informed decisions about sequencing/scheduling chemical services; e.g., permanent waving, hair colouring, colour removal, highlighting.
Keeping Records	• establish a data base (e.g., record card) for each client • record details of hair and scalp condition, services provided, chemicals used and client satisfaction with results.
Safety and Sanitation	• identify and follow safe and sanitary colouring and colour removal practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • discard all waste materials.

MODULE CS212: FACIALS AND MAKEUP

Level: Intermediate

Theme: Skin Care

Prerequisites: Personal Images (CS101), Skin Care (CS106)

In this module, the student identifies and describes cells, tissues, organs and systems; identifies body systems that relate to the skin and the effects of pathogenic organisms on the body; analyzes facial shapes and conditions; and performs facial care and corrective makeup techniques to enhance the condition and appearance of the face.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• relate knowledge about bacteriology and human anatomy, psychology and histology to the service and practice of cosmetology	• given a test containing 50 questions from "Test Bank: Skin Care II", answer a minimum of 30 questions correctly	30
• analyze facial shapes, features and conditions; identify and describe conditions that may/may not be treated by a cosmetologist	• perform facial analysis and be able to identify and describe treatable and non-treatable skin conditions to standards specified on "Skin Care Performance Chart II"	40
• perform basic facial care and corrective makeup services in a safe and sanitary manner.	• perform facial and makeup procedures to standards specified on "Skin Care Performance Chart II".	30

Specific Learner Expectations

Concept	Specific Learner Expectations
Anatomy, Physiology, Histology	*The student will:* • define "cell", "tissue", "organ", "system" and explain the relationship among them • identify and describe systems of the human body and explain the relationship among them • explain why knowledge related to anatomy and physiology is important to professional cosmetologists.

Concept	Specific Learner Expectations
Bacteriology, Pathology and Sanitation	*The student will:* • define "bacteriology", "pathogenic", "non-pathogenic" • identify and distinguish between pathogenic and non-pathogenic organisms (e.g., bacteria, viruses, fungi) • identify and describe types of pathogenic bacteria and explain their growth, reproduction and effect on body health • describe personal and public hygiene practices taken to control the spread of infections and diseases • demonstrate practices used in cosmetology to control the spread of infections and diseases in the workplace.
Facial Conditions, Disorders, Analysis	• identify and distinguish among lesions of the skin • analyze the face to determine condition of the skin • describe and identify conditions and disorders of the face • identify the conditions and disorders that may be treated/should not be treated by a professional cosmetologist.
Facial Shapes and Features	• identify and describe different facial shapes and facial features • describe makeup, surgical and other techniques that may be used to correct/change the appearance of facial shapes and facial features.
Facial Care	• describe the physical and psychological effects of regular facial care • identify, describe and demonstrate procedures, cosmetics and implements used to perform facial care services including: – surface and deep cleansing – massage manipulations – nourishing and moisturizing – protecting various facial areas • identify, describe and demonstrate the safe and sanitary use of available esthetic technology.
Corrective Makeup	• define "corrective makeup" • distinguish between regular and corrective makeup techniques • explain factors that may determine the "client's" need/want for corrective makeup services • identify and describe currently available corrective makeup techniques and technology • describe and demonstrate makeup appropriate to day, evening lighting conditions

Concept	Specific Learner Expectations
Corrective Makeup (continued)	*The student will:* • demonstrate the proper application of makeup cosmetics • apply appropriate cosmetics to enhance or minimize facial shapes and features.
Keeping Records	• establish a data base (e.g., record card) for each facial care "client" • update the data base following each facial service.
Safety and Sanitation	• identify and follow safe and sanitary practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • discard all waste materials.

MODULE CS213: FACIALS AND MAKEUP: CLIENT SERVICES

Level: Intermediate

Theme: Skin Care

Prerequisites: Personal Images (CS101), Skin Care (CS106), Facials and Makeup (CS212)

In this module, the student consults with clients about their skin care needs; analyzes facial shapes and skin conditions; uses a variety of techniques and materials to perform a variety of facial services, including surface cleansing, deep cleansing and corrective makeup technique; and follows safe and sanitary work practices.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• meet, greet, welcome and orient clients to facials and makeup services	• perform client orientation and preparation procedure to standards specified on the "Client Services Performance Chart: Facials and Makeup"	30
• consult with clients and analyze their needs for facial and makeup services; perform facials and basic, and corrective makeup services in a safe and sanitary manner.	• perform client services related to facial care and makeup to standards specified on the "Client Services Performance Chart: Facials and Makeup".	70

Specific Learner Expectations

Concept	Specific Learner Expectations
Client Orientation	*The student will:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • discuss client's needs and wants for facial care services.
Client Preparation and Analysis	• prepare client for facial care services: – gowning/draping – head draping – removing adornments • analyze client's facial shape, features and skin condition

Concept	Specific Learner Expectations
Client Preparation and Analysis (continued)	*The student will:* • consult with client to determine: – preferred facial stylings and colourings – presence of skin allergies or special skin conditions – scope of services preferred • recommend facial care services, special products and related services • advise client of cost of each service • obtain client's consent before performing facial services.
Equipment, Materials, Implements	• assemble all necessary equipment, materials and implements • prepare the work area for facial care services.
Performing Facial Care Services	• perform facial care procedures to include: – surface cleansing – deep cleansing – toning, manual massage manipulations – nourishing – protecting • design and create daytime makeup stylings • apply the principles of corrective makeup to change the appearance of facial shapes and features • remove draping and assist in refinishing the client's hairstyle • direct client to dressing room if change of clothing is necessary.
Keeping Records	• establish a data base (e.g., record card) for each facial care "client" • update the data base after completing each facial service.
Safety and Sanitation	• identify safe and sanitary facial care and makeup practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas after use • discard all waste materials.

MODULE CS214: SKIN CARE: CLIENT SERVICES 1

Level: Intermediate

Theme: Skin Care

Prerequisites: Personal Images (CS101), Skin Care (CS106), Facials and Makeup (CS212), Facials and Makeup: Client Services (CS213)

In this module, the student consults with clients about their skin care needs; analyzes skin care needs; recommends and performs client-approved services including cleansing, toning (manual and electrical massage), nourishing and protecting; uses appropriate techniques, materials and technology for each service; and follows safe and sanitary work practices.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• meet, greet, welcome and orient clients to available skin care services including available skin care technology	• perform client orientation and preparation procedure to standards specified on the "Client Services Performance Chart: Skin Care"	30
• consult with clients and analyze their skin care condition and needs; recommend appropriate services and technology based treatments; perform skin care services and treatments agreed to by clients in a safe and sanitary manner.	• perform client services related to skin care including the use of available technology to standards specified on the "Client Services Performance Chart: Skin Care".	70

Specific Learner Expectations

Concept	Specific Learner Expectations
Skin Care Technology	*The student will:* • describe the basic principles of electricity and electrical safety related to skin care technology • describe the purpose and demonstrate the safe and sanitary use of: – skin analysis technology – surface and deep cleansing technology – toning technology – nourishing technology

Concept	Specific Learner Expectations
Skin Care Technology (continued)	*The student will:* • sanitize and check the safety of each item of technology after use.
Client Orientation	• greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist client to be seated at consultation area.
Client Consultation and Analysis	• consult with clients to determine their skin care needs and wants • advise clients of the scope of skin care services including technology available and the purpose of each service • analyze client's skin and recommend services for treatable conditions • advise clients of the advantages/disadvantages of treating/not treating skin conditions • advise client of cost of each skin care service • obtain client's consent before performing skin care services.
Equipment, Materials and Implements	• assemble all necessary equipment, materials and implements • prepare the work area for skin care services.
Performing Skin Care Services	• drape client as appropriate for service(s) • perform skin care procedures with the aid of available technology in each of the following service areas: – skin analysis – surface and deep cleansing – toning including electrical massage – nourishing • complete the skin care service by applying protective and adornment cosmetics (if required) to the skin • remove draping and assist in refinishing the client's hairstyle • direct client to dressing room if change of clothing is necessary.
Keeping Records	• establish a data base (e.g., record card) for each facial care client • update the data base after completing each skin care service.

Concept	Specific Learner Expectations
Safety and Sanitation	• demonstrate safe and sanitary skin care practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas after use • discard all waste materials.

MODULE CS215: INTERMEDIATE MANICURING

Level: Intermediate

Theme: Nail Care

Prerequisites: Personal Images (CS101), Introductory Manicuring (CS107)

In this module, the student describes the anatomy of the arm and hand; identifies diseases and disorders of the hands and nails and discusses their effect; identifies hand and nail conditions that may be treated by a manicurist; recommends and performs treatments to treatable conditions; and performs plain and oil manicures, including hand and arm massage.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• recognize conditions, disorders and diseases of the hands and nails; describe conditions and disorders that may be treated by a manicurist and suggest treatments for each condition or disorder	• given a test containing 30 items from "Test Bank: Intermediate Manicuring", respond to a minimum of 25 items correctly	25
• analyze treatable hand and nail conditions, perform a variety of manicuring services including plain and oil manicures, hand and arm massage.	• analyze hands and nails select and perform suitable manicuring services to standards specified on the "Intermediate Manicuring Performance Chart".	75

Specific Learner Expectations

Concept	Specific Learner Expectations
Anatomy and Physiology	*The student will:* • identify and describe the basic structure of the arm and hand • explain the relationships among the various parts of nails and their surrounding tissues • describe how nails grow • describe the major muscles, nerves and bones that control/ coordinate the workings of the shoulders, arms and hands.

MODULE CS215: INTERMEDIATE MANICURING

Concept	Specific Learner Expectations
Hand and Nail Disorders and Diseases	*The student will:* • explain how manicure-related muscles, nerves, bones and other tissues may be affected by: – disease – improper care – diet – chemicals • identify the technical terms used to describe specific nail disorders and diseases • list and describe disorders that may be treated by a cosmetologist/manicurist • describe services that may be used to treat nail and nail-related disorders.
Equipment, Cosmetics and Implements	• identify equipment, manicure cosmetics and implements required to perform manicure services including: – plain manicures – oil manicures – electric manicures • describe materials required to perform hand and arm massage.
Hand and Nail Analysis	• analyze the condition of hands and nails to determine: – treatable/non-treatable conditions – appropriate manicure-related services • analyze the shape of hands, fingers and nails to determine appropriate shapes for fingernails
	• describe the affects of different nail shapes on the appearance of hands/fingers • distinguish between male and female hand shapes and preferred nail shapes.
Special Manicure Services • Oil Manicures	• describe the purpose of an oil manicure • access and prepare equipment, cosmetics and implements needed to perform an oil manicure • list and describe the procedure used to perform an oil manicure • list and describe safety and sanitation precautions followed when performing oil manicures • perform an oil manicure

Concept	Specific Learner Expectations
• Electric Manicures	*The student will:* • describe the advantages/disadvantages of using electric manicure machines • list and describe the procedure used to perform an electric manicure • list and describe safety and sanitation precautions followed when performing an electric manicure
• Treatable Disorders	• demonstrate techniques/procedures used to treat treatable disorders of the nail and surrounding tissues
• Hand and Arm Massage	• describe the purpose of hand and arm massage • describe the types of manipulations used when performing hand and arm massage • list the procedure used to perform hand and arm massage • perform hand and arm massage
• Related Services	• identify related services used to enhance the condition and appearance of nails Note: Related services are addressed in the Nail Art and Nail Technology modules.
Safety and Sanitation	• identify and follow safe and sanitary practices for each manicure service • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • discard all waste materials.

MODULE CS216: **NAIL ART**

Level: **Intermediate**

Theme: **Nail Care**

Prerequisites: **Personal Images (CS101), Introductory Manicuring (CS107), Intermediate Manicuring (CS215), The Design Process (CS109)**

In this module, the student identifies and describes various nail art techniques used to enhance the appearance of fingernails; uses basic principles of design to design and produce simple nail art, and uses a variety of nail cosmetics and nail art materials.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• define and describe nail art and identify and describe materials and cosmetics available to create various nail art procedures and create basic nail art designs	• given a test containing 20 items from "Test Bank: Nail Art", respond to a minimum of 15 items correctly	10
• design a variety of nail art images using appropriate nail art materials and cosmetics.	• design and create nail art suited to finger and nail shapes to standards specified on the "Nail Art Performance Chart".	90

Specific Learner Expectations

Concept	Specific Learner Expectations
Principles and Practices	*The student will:* • define the term "nail art" • describe the relationship between nail art and basic hand and nail care • explain when and why nail art may be worn • identify and describe nail art services including the following techniques: – creative polishing (e.g., French manicure) – nail painting – applications (e.g., tape, gems, feathers, gold leaf) • appreciate that nail art should be performed on hands and nails that are properly manicured.

Concept	Specific Learner Expectations
Nail Art Materials and Cosmetics	*The student will:* • identify and describe equipment, materials and cosmetics that may be used in nail art services • explain the advantages/disadvantages of using different nail art materials and cosmetics.
Designing Nail Art	• identify and describe factors that help determine suitable nail art • identify the principles of design that may be used to design nail art.
Nail Art Procedures	• list and describe the procedure used to design and create various nail art effects including: – French manicure – nail painting, marbling, striping – tape, gem, feather, foil applications – combination effects • demonstrate the use of technology (e.g., air brush) to create nail art • describe and demonstrate how nail art can be used to coordinate with other adornments worn by "clients" • describe and demonstrate how nail art may be protected.
Safety and Sanitation	• identify and follow safe and sanitary practices related to performing nail art • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • discard all waste materials.

MODULE CS217: MANICURE: CLIENT SERVICES

Level: Intermediate

Theme: Nail Art

Prerequisites: Personal Images (CS101), Introductory Manicuring (CS107), Intermediate Manicuring (CS215), Nail Art (CS216)

In this module, the student analyzes hands and nails to determine manicure needs; determines presence of treatable and non-treatable conditions; selects and performs appropriate manicure and related services, including shaping, cleansing, conditioning, protecting and polishing; performs nail art services; and identifies and follows safe and sanitary manicure practices.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will: • meet, greet and orient clients to available manicure services	*The student will:* • perform client orientation and preparation procedures to standards specified on the "Client Services Performance Chart: Manicure"	30
• consult with clients, analyze their hands, nails and manicure needs and perform services agreed to by clients in a safe and sanitary manner.	• perform client services related to manicure to standards specified on the "Client Services Performance Chart: Manicure".	70

Specific Learner Expectations

Concept	Specific Learner Expectations
Client Orientation	*The student will:* • greet each client by name and introduce self • follow salon/shop policy for assisting client with coats, hats, and personal belongings • direct and assist client to be seated at work area • discuss client's preferred nail services.
Client Consultation and Analysis	• analyze client's hands and nails and assess their suitability for nail art services • identify alternative services and recommend specific nail art and related services based on analysis • consult with client to determine preferred services and nail art design

Concept	Specific Learner Expectations
Client Consultation and Analysis (continued)	*The student will:* • advise client of cost of each service • ask client to remove rings and other hand adornments and have client put them in a safe place • perform basic manicure procedures, if necessary, to prepare nail(s) for nail art applications.
Equipment, Cosmetics and Implements Preparation	• prepare the work area for client-approved service(s) • access and arrange all items required for the service(s).
Performing Nail Art Services	• perform manicure and related services including: – plain manicures – oil manicures – hand and arm massage – nail art • use available technology to perform manicure, massage and nail art services • advise clients how they may maintain the groomed appearance of their hands, nails and nail art.
Keeping Records	• establish a data base (e.g., record card) for each manicure and related service client • update the data base after completing each manicure related service.
Safety and Sanitation	• identify and follow safe and sanitary manicure and related service practices • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • discard all waste materials.

MODULE CS218: HAIR PIECES AND EXTENSIONS

Level: Intermediate

Theme: Special Effects/Services

Prerequisites: Personal Images (CS101), Forming and Finishing 1 (CS103), Forming and Finishing 2 (CS203)

In this module, the student identifies and describes the purpose of hair pieces and extensions; identifies types of hair and fibres used in constructing hair goods; analyzes hair goods; and cleanses, conditions, forms, finishes and attaches hairpieces and extensions.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• describe the uses of hair goods and distinguish among the types of fibres and hair used in constructing hair goods	• given a 40 item test from "Test Bank: Hair Goods", respond to a minimum of 30 items correctly	30
• analyze hair goods, perform appropriate cleansing, conditioning, forming and finishing procedures on hair pieces and extensions; attach hair pieces and extensions.	• service and attach hair pieces and extensions to standards specified on the "Hair goods Performance Chart I".	70

Specific Learner Expectations

Concept	Specific Learner Expectations
Uses of Hair Goods	*The student will:* • explain why hair pieces and extensions are worn • list factors that may influence the wearing of hair goods; e.g., – fashion – fad – trend – hair loss • describe other commercial uses for hair goods.

Concept	Specific Learner Expectations
Types of Hair Pieces and Extensions	*The student will:* • distinguish among different types of hair pieces, hair replacements, wefts and extensions; e.g., – wiglets – falls – cascades – switches – crown curls – toupes – bandeaus – braids – chignon • describe the advantages/disadvantages of each type of hair piece and extension.
Types of Hair and Fibre	• describe and distinguish among the different types of natural hair and synthetic fibres used to construct hair pieces and extensions; e.g., – human hair – animal hair – synthetic fibres • explain the advantages/disadvantages of each type of hair and fibre used to construct hair goods • analyze hair goods to identify hair or fibre content.
Types of Construction	• distinguish between the construction of machine-made and hand-tied hair pieces • explain the advantages/disadvantages of hand-tied and machine-made hair pieces • analyze hair pieces and identify their method of construction.
Safe Handling of Hair Goods	• identify and describe safe handling and safe care and maintenance techniques for: – machine-made/hand-tied hair goods – natural hair/synthetic fibre hair goods.
Care and Maintenance	• appreciate why regular care and maintenance of hair pieces and extensions improves the appearance and longevity of hair goods • identify and describe methods of cleaning natural hair and synthetic fibre hair pieces and extensions • identify chemicals used to clean different types of hair goods • explain why dry cleaning fluids are used to clean hand-tied hair goods • clean a variety of hair pieces and extensions using appropriate chemicals and cleaning and drying techniques

Concept	Specific Learner Expectations
• Conditioning • Forming • Finishing	*The student will:* • describe the purpose of conditioning hair goods • identify and describe conditioning methods and products used on different types of hair goods • condition different types of hair goods • distinguish between hair pieces that require/do not require forming • explain the advantages/disadvantages of owning hair pieces that require/do not require forming • distinguish between hair goods that may be/must not be formed with the aid of a curling iron • plan forming patterns for different types of hair pieces and extensions • form hair pieces and extensions using a variety of forming implements: – rollers – curling irons – pin curls • use a variety of finishing implements (e.g., combs, brushes, picks) to dress a hair piece into a preferred style.
Attaching Hair Pieces and Extensions	• securely attach hair pieces and extensions to heads of hair • dress hair goods into the hair to create preferred styles.
Safety and Sanitation	• identify and follow safe and sanitary hair goods handling, care and maintenance procedures • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • discard all waste materials.

MODULE CS219: THEATRICAL MAKEUP—PLANNING THE IMAGES

Level: Intermediate

Theme: Special Effects/Services

Prerequisites: Personal Images (CS101), Skin Care (CS106), Facials and Makeup (CS212), Theatrical Makeup—Basic Principles (CS108), The Design Process (CS109)

In this module, the student relates makeup to various characters and personality types; designs, selects and applies makeup to create images of selected characters and to enhance personal appearances for the stage using corrective makeup technique; and describes and follows safe and sanitary makeup application and removal procedures.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• develop a plan to change physical images by applying design principles to the use of theatrical makeup	• develop a minimum of three theatrical makeup plans to standards specified on the "Theatrical Makeup Performance Chart II"	50
• execute theatrical makeup plans to create change and enhance physical images.	• execute a minimum of three theatrical makeup plans to standards specified on the "Theatrical Makeup Performance Chart II".	50

Specific Learner Expectations

Concept	Specific Learner Expectations
Relationships	*The student will:* • describe theatrical makeup practices used to enhance or change images; e.g., – hair stying – corrective makeup – character makeup – adornments, prostheses • explain the relationship between basic cosmetology practices and theatrical makeup practices • distinguish between corrective makeup and character makeup • describe the purpose and identify examples of non-realistic makeup • explain the professional relationship between the performer and the theatrical makeup artist.

Concept	Specific Learner Expectations
Identifying Characters	*The student will:* • identify characters to be created in the context of a theatrical production or event • visualize and list features that may distinguish one theatrical character from others; e.g., – body shape/structure – facial shape/features – hair colour/length/style – genetic characteristics – age – health – disfigurements – historical period • explain possible relationships between a theatrical character's personality and appearance.
Designing Theatrical Makeup	• apply principles of design to prepare sketches, drawings and/or models to represent each character to be created • describe and identify factors that help determine the use of corrective or character makeup techniques • prepare a worksheet for each character to include information about the makeup to be applied including: – type, colour, location – corrective or character makeup – hairstyle (use of hair piece/wig) – distinguishing features/marks.
Makeup Materials and Implements	• access all required materials and implements and prepare the work area • form and finish hair goods, when necessary.
Applications	• use the worksheets as guides to create identified character images.
Safety and Sanitation	• demonstrate safe and sanitary practices • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • discard all waste materials.

MODULE CS220: COSMETOLOGY THROUGHOUT THE AGES

Level: Intermediate

Theme: Enterprise

Prerequisites: **Personal Images (CS101), Roping, Knotting and Braiding (CS102), Introductory Hair and Scalp Care (CS103), Forming and Finishing 1 (CS104), Advanced Roping, Knotting and Braiding (CS201), Intermediate Hair and Scalp Care (CS202), Forming and Finishing 2 (CS203), Skin Care (CS106), Facials and Makeup (CS212), The Design Process (CS109)**

In this module, the student identifies and describes the historical trends in hairstyles and makeup; describes the relationship between historical changes in cosmetology and other historical changes in society; and uses a variety of equipment, tools, supplies and creative forming and finishing techniques to recreate historical hairstyles and facial images.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• identify and describe historical periods, period related trends in hair and makeup stylings and career options available to cosmetologists skilled in recreating historical hair and facial stylings	• given a test containing 40 items from "Test Bank: Historical Stylings", respond to a minimum of 30 items correctly	30
• apply principles and practices of cosmetology and design to design and create historical hair and facial stylings.	• design, plan and create a minimum of three historical hair and facial stylings to standards specified on the "Theatrical Makeup Performance Chart II".	70

Specific Learner Expectations

Concept	Specific Learner Expectations
Historical Trends	*The student will:* • categorize major trends in personal appearance and grooming according to their historical occurrence • produce/develop a scrapbook, video, report or collage to show historical trends in hair and facial stylings • explain possible relationships between historical trends in fashions, hair and facial stylings and other changes in society during the same periods

Concept	Specific Learner Expectations
Historical Trends (continued)	*The student will:* • describe possible relationships between hair and facial stylings and lifestyles • distinguish between the role of cosmetologists as creators of hair and makeup trends and as followers of trends created by others.
Career Options	• explain career options available to cosmetologists skilled in recreating historical hair and facial stylings.
Planning Historical Stylings	• identify historical images to be recreated • prepare worksheets to identify resources, required forming and finishing techniques needed to recreate the images.
Creating Historical Stylings	• access and prepare resources needed to create an historical hair and facial styling • drape and prepare the "client" appropriately for each service • form and finish hair to recreate the historical hairstyle • perform facial services on "client" to recreate the historical facial styling.
Safety and Sanitation	• demonstrate safe and sanitary practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • discard all waste materials.

MODULE CS221: SALES AND SERVICES: PRINCIPLES AND PRACTICES

Level: Intermediate

Theme: Enterprise

Prerequisite: Personal Images (CS101)

In this module, the student defines and describes basic principles of selling and service; demonstrates acceptable techniques used to sell goods and services and provide service in the various sectors of the cosmetology industry; and identifies and describes management-related sales and services tasks performed by cosmetologists and support personnel.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will:*	
• identify and describe ethical principles and practices of professional cosmetologists	• prepared and present a verbal, written or other descriptions of desirable ethics of professional cosmetologists to standards specified on the "Presentation Performance Chart"	20
• define, describe and demonstrate the AIDA and CARE principles; apply these principles to personal selling and display merchandising within the cosmetology industry.	• demonstrate the use of the AIDA and CARE principles in cosmetology related selling and merchandising to standards specified on the "Sales and Service Performance Chart".	80

Specific Learner Expectations

Concept	Specific Learner Expectations
Sales and Service Relationships	*The student will:* • define the terms "selling", "personal service", "personal selling" • describe goods and services generally available in hairstyling/ esthetology salons • explain why service is important in the cosmetology industry • distinguish between sales ability and the ability to provide service • define and describe the CARE principle (i.e., Courtesy, Attention, Receptivity/Respect, Efficiency/Effectiveness) • define and describe the AIDA principle (i.e., Attention, Interest, Desire, Action).

Concept	Specific Learner Expectations
Professional Ethics and Practices	*The student will:* • define the term "professional ethics" • describe and demonstrate ethical behaviours expected of professional cosmetologists • explain why effective communications and interpersonal skills are important to a successful worker.
Sales and Service Practices	• identify and describe sales and service practices performed by salon managers, cosmetologists, and support personnel; e.g., – salon assistants – apprentices – receptionists • distinguish among personal selling, retail selling and display merchandising • describe and demonstrate promotional strategies that may be used by cosmetology businesses • apply the AIDA principle and demonstrate personal selling, retail selling and display merchandising strategies.
Management Roles and Responsibilities	• identify and describe the roles and responsibilities of management personnel in cosmetology-related businesses; e.g., – hairdressing salons – esthetology salons – cosmetology supplies retail outlets – cosmetology supplies wholesalers • explain the role of salon management personnel including owners, operators, management staff and receptionists in promoting sales and providing service.
Client Satisfaction	• explain the importance of client satisfaction to the success of a business • describe and demonstrate strategies designed to promote and achieve client satisfaction.
Keeping Records	• explain the importance of record keeping to individual cosmetologists and to salon managers/operators • identify and describe types of records maintained by cosmetology businesses • maintain a current and simple set of records for a cosmetology business.

MODULE CS222: CHALLENGE AND OPPORTUNITY★

Level: Intermediate

Theme: Enterprise

Prerequisite: Nil

In this module, the student applies strategies and develops competencies associated with being enterprising and innovative; identifies, compares and describes the process and parts of a venture plan; and assesses a variety of venture opportunities related to cosmetology.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will*:	
• select and apply problem-solving and decision-making procedures to identify, compare and assess a variety of venture opportunities	• select and apply problem-solving and decision-making procedures to investigate venture opportunities to standards specified on the "Challenge and Opportunity Performance Chart"	50
• describe the process and components of a venture plan and career options where enterprise and innovation are particularly important.	• present a verbal, written or other description of the components of a venture plan and career options associated with venturesome people to standards specified on the "Presentation Performance Chart".	50

Specific Learner Expectations

Concept	Specific Learner Expectations
Recognizing and Assessing Opportunity	*The student will:* • compile a list of opportunities (needs, wants and problems) • develop and apply a decision-making model for potential entrepreneurial opportunities • expand repertoire of thinking skills: – problem solving – decision making.

★ For additional information on this module see:
- Enterprise and Innovation Program of Studies (Interim 1992)
- Enterprise and Innovation teacher resource manual (Interim 1992)

Concept	Specific Learner Expectations
Generating Ideas	*The student will:* • develop skills in generating ideas, alternatives and strategies • assess personal preferences in thinking strategies • outline conditions needed to promote idea generation and change initiation • discuss "failure" as an opportunity to learn • be sensitive to and respectful of the perspectives, needs, wants and priorities of others • demonstrate characteristics of creative thinking.
Planning a Venture	• compare various means of entering business: – start a new business – purchase a business – purchase a franchise – multilevel marketing • identify non-profit ventures • describe the process of creating a venture plan: – rationale – goals/objectives – research – resources – market analysis – risk assessment – financial analysis – success strategy • describe the important components of a venture plan: – description/objectives – market research and analysis – marketing plan – production/service plan – financial plan – human resources/organizational plan • discuss regulations and social responsibilities that limit venture alternatives: – legal – social – ethical – environmental – cultural – political – economical.

★ For additional information on this module see:
- Enterprise and Innovation Program of Studies (Interim 1992)
- Enterprise and Innovation teacher resource manual (Interim 1992)

Concept	Specific Learner Expectations
Assessing a Venture	*The student will:* • consider criteria for assessing the feasibility of ideas and strategies • analyze the components of a successful marketing strategy • apply feasibility criteria to venture alternatives • prepare a feasibility analysis of a venture idea: – brief description – objectives – resources required to achieve objectives – time line.
Considering Career Options	• outline personal characteristics and skills of enterprising individuals and organizations • outline the meaning, role and responsibility of entrepreneurs and intrapreneurs in society, and how they initiate change • develop a personal profile to assess own entrepreneurial/ intrapreneurial potential • analyze the factors that lead to career decisions and opportunities/risks • assess career paths to which enterprise and innovation are particularly important • compare lifestyles of entrepreneurs and intrapreneurs with personal career choices • relate personal goals to goal setting and career options as an entrepreneur or intrapreneur.

★ For additional information on this module see:
- Enterprise and Innovation Program of Studies (Interim 1992)
- Enterprise and Innovation teacher resource manual (Interim 1992)

MODULE CS223: PLANNING A VENTURE★

Level: Intermediate

Theme: Enterprise

Prerequisite: Challenge and Opportunity (CS222)

In this module, the student demonstrates qualities that initiate change; applies goal-setting and problem-solving strategies to facilitate effective change; assesses potential risks and proposes strategies for assessing risks; develops strategies for sharing resources and support to implement a venture; and selects, plans and assesses a cosmetology-related venture.

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
The student will:	*The student will*:	
• in the context of planning a venture, apply personal goal-setting, problem-solving and strategies relating to personal initiative, flexibility and leadership to assess potential risks in planning a venture and to propose strategies for assessing risks	• prepare and present a verbal, written or graphic presentation that shows personal initiative, flexibility, leadership, goal-setting and problem-solving ability in the context of planning a venture to standards specified on the "Presentation Performance Chart"	40
• select, plan, secure resources and assess the quality of a personal venture plan.	• prepare a venture plan to standards specified on the "Venture Plan Assessment Chart".	60

★ For additional information on this module see:
- Enterprise and Innovation Program of Studies (Interim 1992)
- Enterprise and Innovation teacher resource manual (Interim 1992)

MODULE CS223: PLANNING A VENTURE★

Specific Learner Expectations

Concept	Specific Learner Expectations
Organizing for Success	*The student will:* • formulate short- and long-term goals for the selected venture • relate personal philosophy with venture goals • develop a mission statement for the venture • formalize operational policies consistent with the venture philosophy and business ethics • monitor and adjust the philosophy to meet the needs of the venture • outline a human resources plan • establish a support network: – locate and design potential support networks – propose strategies for securing and effectively using sources of support.
Analyzing Markets	• analyze potential markets: – local – regional – national – international/global • relate market projections to trends and forecasts • assess potential competition • outline venture needs regarding: – target market – product/service – pricing – location • examine and appraise potential changes in the market.
Assessing and Minimizing Risk	• examine the types of potential risks: – physical – financial – human resources • propose strategies to assess and minimize risk • complete a risk assessment.

★ For additional information on this module see:
- Enterprise and Innovation Program of Studies (Interim 1992)
- Enterprise and Innovation teacher resource manual (Interim 1992)

Concept	Specific Learner Expectations
Completing a Venture Plan	*The student will:* • complete a venture plan: – purpose – description/objectives – market research and analysis – marketing plan – production/service plan – financial plan – human resources/organizational plan • analyze the venture plan and revise as necessary.
Presenting the Venture Plan	• explore various presentation techniques • present the venture plan • analyze and assess the outcome of the presentation.
Assessing the Venture	• assess criteria used by other individuals and groups for a successful venture • assess the strengths and weaknesses of the venture • prepare a written critique assessing the venture.
Considering Career Options	• examine own leadership style • evaluate own leadership style and its appropriateness for the success of the venture.

★ For additional information on this module see:
- Enterprise and Innovation Program of Studies (Interim 1992)
- Enterprise and Innovation teacher resource manual (Interim 1992)

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